

# THE ATHLETIC JOURNAL

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November, 1931

*Methods of Teaching Psychological Skills in Football*

MILTON M. OLANDER

*Delayed Offense in Indiana High Schools*

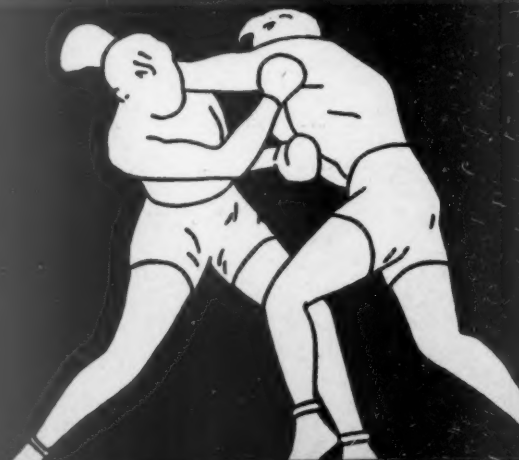
EVERETT CASE

*Helps and Hints on Coaching Football and Basketball*

19 EASTERN COACHES

*Nineteen Thirty-One Football Attack*

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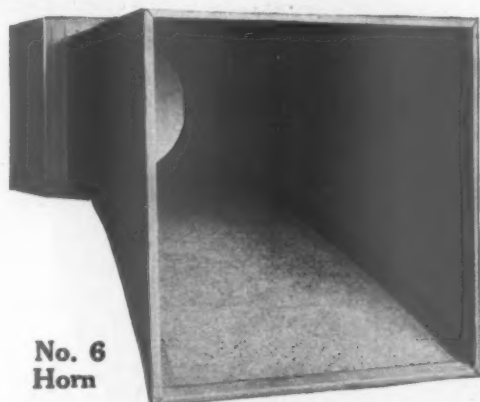
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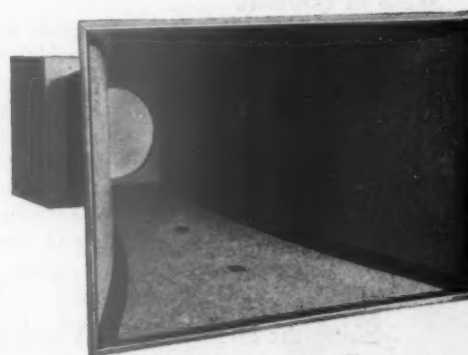
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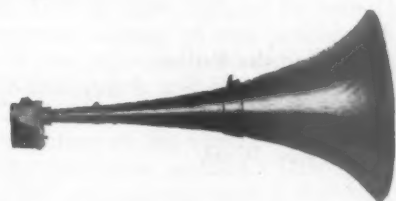
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# Methods of Teaching Psychological Skills in Football

By MILTON M. OLANDER  
ASSISTANT COACH, UNIVERSITY OF ILLINOIS

## *Derivation of the Problem*

**D**URING his experience in teaching young men how to play the game of football, the writer has become increasingly aware of the existence of several unsolved problems in coaching methods. These problems relate also to the utilization of the player during practice sessions and to his efficiency as a member of a team during an actual game. In other words, coaches are beginning to feel the need of a more thorough study of the pedagogical methods that are used on the football field. Furthermore, it has become obvious that concern should be manifested not only with respect to economy in instruction and in the acquisition of game skills but also in the degree to which a high level of accomplishment in previously learned skills may be transferred from practice to actual game conditions. It is with these points in mind that we turn to a study of the problems that confront the teacher of the game of football.

Every football coach is frequently at a loss to understand why the efficiency of a player during practice sessions in the execution of a particular football skill is not carried without loss to his general play in an actual game. In particular, he is baffled in his attempt to understand why a player who has shown considerable skill in some mechanical fundamental, such as blocking, fails to carry his aptitude in this skill over to the game,

and, consequently, fails to function with that degree of expertness which the coach has a right to expect in view of the time spent upon him.

Why, asks the coach, does a player fail to respond to the habit-training exercises in which he has been drilled so carefully and conscientiously over a period of weeks or months? Why does he forget to do the thing that has been emphasized to him for many days and weeks? Why does he do only one of a series of movements and forget the necessary co-ordination of one part of the play with another? Why is he so slow to react in taking advantage of an unexpected error in the play of his opponent? Why, after an apparent understanding of a correction in his play, does he repeatedly commit the same error?

A countless number of similar questions continually crowd the mind of the coach during the development of the football squad he is coaching. He readily becomes aware of the fact that his coaching technique must not only aid the mastery of rudimentary and technical phases of the game but that it must meet the more intangible obstacles that keep forcing themselves to the foreground. He senses that there is something additional to the mechanical fundamentals and techniques that call for careful premeditated attention. Unless he is a clear, determined, resourceful thinker and displays an eagerness to overcome these more or less hidden pitfalls in his coaching career, he will continue

to grope about blindly and be repeatedly perplexed by the apparent vagueness of this most important phase of his coaching tasks. A better insight into this essential aspect of his coaching tasks will call for a thorough, intensive study of the ways in which the proper mental and physical skills may be acquired.

This leads us to an initial determination and analysis of the types of skills that make up the total set of behavior patterns and attitudes exemplified by the football player in action under game rather than under practice conditions.

## *The Concept of Fundamentals*

In the analysis and study of the game of football it proves helpful to break up the game into various units, the effective execution of which appears in the mind of the coach, to be fundamentally important in the playing of the game as a whole. Every coach of any particular athletic sport is aware of the fact that a complete mastery of what we may term the rudiments or basic fundamentals of the mechanics and techniques is an essential prerequisite for the acquisition of skills in playing the game as a whole.

These game units are called "fundamentals." We speak of hard, elusive running as but one of the desirable fundamentals of a ball carrier. The ability to assume a proper offensive or defensive stance, to charge, to



block, to sidestep, to fall on the ball, to catch, kick, or throw the ball and to tackle are but a few of the many fundamentals that go to make up the game of football.

We choose to call these the "mechanical fundamentals" of the game of football, inasmuch as they pertain wholly to the mechanics or "ways in which" the body of the player may be used with the biggest resultant skill. It is for this reason that early season practices in football are invariably composed chiefly of drills in the mechanics of the game. The coach selects a group of fundamental exercise drills, the mastery of which he feels will provide the background for the more advanced types of necessary training that are to follow. It is logical to assume that skill in the playing of the game will be affected to a greater or less extent by the degree of efficiency in which these and other fundamentals are executed.

It is obvious that the acquisition of such mechanical skills is vastly important. The player must most certainly be taught how to employ his physical ability; i. e., his size, weight, reach and modes of co-ordination, most advantageously. He cannot be expected to learn how to tackle or block or punt a ball with a spiral effect by reading a book, listening to the coach or watching a team mate. He must learn by doing.<sup>1</sup> Mere repetition in the execution of some mechanical fundamental in a perfunctory manner is insufficient. The efforts of the player must not only be carefully directed by the coach, but

the latter must also concern himself with the habits, skills and attitudes of the player.

But these and other more involved aspects of the mechanical phases of the game, vastly important as they are, do not give us an answer to the questions asked above as to why the

such an assimilation leads to a chaos, and the coach dejectedly recalls hours of faithful practice and wonders if his efforts have been utterly devoid of results. In retrospect he further wonders if his coaching methods have been correct.

That a definite relationship should

exist between the mechanics of the game as a whole has perhaps not occurred to the coach. More pointedly he must seek an answer to questions similar to the following: "Does practice in the mechanical fundamentals of the game of football lead to excellence in the game as it is actually played?" Have all the fundamentals been discovered?" "Are the various fundamentals properly co-ordinated with one another?" "Has the time during the practice periods been effectively apportioned?" "Is it possible to eliminate any fundamental?" "Has the instruction of each fundamental been thorough and otherwise efficient?" "Has each fundamental been presented as if it were an integral part of the actual game?"

### Types of Fundamentals

Answers to the questions raised in the last section depend upon a distinction that must now be drawn between "mechanical" and "psychological" fundamentals. We shall try, in this section, only to locate the problem,

leaving a more complete analysis and description to the next two chapters.

a. *Mechanical Fundamentals.* Often the coach makes an earnest attempt thoroughly to master only the mechanical fundamentals of the game. In doing this he concerns himself with the way in which his players

(Continued on page 36)

## Robert C. Zuppke

**L**OOKING little older than he did on the momentous day nineteen years ago when he stepped from a high school to a varsity coaching post and made good almost overnight, Robert C. Zuppke is coaching today with the same intelligence, resourcefulness and vigor that stamped his earlier years.

He possesses the same intellectual curiosity, drive and concentration that made him a great coach, and he still has the philosophical and artistic interests that have helped to make him one of the most interesting personalities in the world of sport.

Fearless and frank, Bob Zuppke is at his best in exposing the shams and falsehoods of some of the foes of intercollegiate athletics. His is not the cut-and-dried speech that is carefully prepared and memorized but rather the man speaking as his spirit and the occasion move him.

Only recently at a national meeting of educators, where some of the audience booed a speaker whose views on prohibition did not agree with theirs, it was "Zup," the next speaker, who rebuked them for unsportsmanlike behavior and did it so ringingly that even those who had sinned applauded him.

No meeting of coaches is complete without the presence of "Zup," who has twice been president of the National Football Coaches Association and toastmaster at most of the annual dinners. Today he is one of the representatives of the coaches on the advisory committee to the Football Rules Committee.

Zuppke speaks wistfully of his days in New York which followed graduation. He worked intermittently, just enough to get the money for food and shelter, sketching for commercial artists and even painting signs. Long walks on Sunday were a favorite amusement. Several times Zuppke walked from Bowling Green to the Bronx. He used to break into ball games near Central Park, and once he collected for a Sunday school class sixty street urchins who reported three or four times, he smilingly recalls.

"I was never lonely," Zuppke says. "I walked and walked and watched the people. I never was hungry and usually had decent lodgings although one night I did bunk in a Mills hotel."

An offer to teach history and coach in the high school at Muskegon, Michigan, came to Zuppke and he returned to the Middle West. His Muskegon team was unusually successful, and its record led to his appointment as coach of Oak Park High School, Illinois. For three years the Oak Park team barged over the country, piling up topheavy scores on strong opponents.

Then Illinois braved tradition by engaging a coach from a high school. That was in 1913, and the rest is sport history. Under Zuppke, Illinois teams have won seven Big Ten championships, two of which were shared with other teams. His teams have a margin of victory in their series with all the other Big Ten teams except Michigan.

Red Grange, of course, leads the list of players at Illinois who have won high acclaim, but in 1927 the Illini won the championship with their famous "starless" team.

One of the best football records in all time was made by the Illinois elevens in 1927, 1928 and 1929. The Illini were champions in 1927 and 1928 and runners-up in 1929. In these same three years they lost only two games.

Material slumped in 1930, when the Illini lost five games, but "Zup" stuck by the ship and his players at the end of the season gave him an illuminated parchment attesting their appreciation of his spirit and fair-dealing with them through all adversities. "Zup," accepting it, said he didn't want too many tributes of this type!

player not only fails properly to execute the mechanical fundamentals, but why he appears to be so unaware of the proper integration of these skills into the game as a whole.

Within a short time, the approach of the first game necessitates the putting together of these fundamentals under game conditions. Invariably

<sup>1</sup>Gates, Arthur I. *Psychology for Students of Education*. New York: The Macmillan Company, 1930. Pp. 253-288.



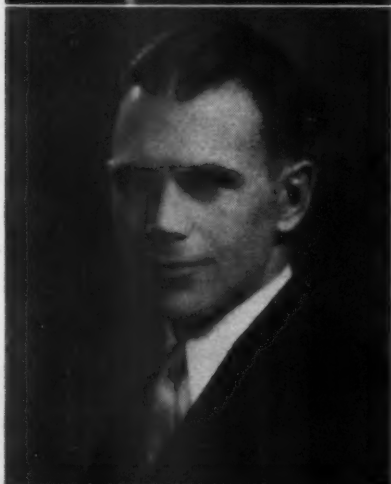
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# Helps and

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### *Adapting Tactics to Material*

By ARTHUR D. MULVANEY  
BANGOR, MAINE, HIGH SCHOOL

IT is my opinion that most beginning high school football coaches make their greatest mistake at the first of the season in the selection of plays for their teams.

Most coaches select the offense of their Alma Mater, disregarding the fact that it may not be suitable to the material in their squads. I have seen the double wing-back formation employed when the material at hand, although large, was not speedy enough for this type of offense. How can one expect an overweight youngster playing in a guard position to pull out of the line and block the end in a simple reverse play? This same boy might be used profitably in another type of offense.

The number of plays used has no great bearing on the success of the offense. Few plays, timed correctly and faithfully rehearsed, are far more valuable than a dozen plays selected haphazardly. Michigan teams have scored over fifty touchdowns on their famous "83" play, but that is not a sign that it can be successfully employed with average high school backfield material.

I think a beginning coach should have about a half a dozen fundamental plays, well rehearsed and timed, for the first game. A new play might be added each week. Then, during the last few games of the schedule, the boys will not be loaded down with a couple dozen of plays, two-thirds of which are useless because of the fact that the members of the team are not correctly carrying out their assignments.

### *Making the Defense More Versatile on Passes*

By HARRY S. NEWELL  
WATERVILLE, MAINE, HIGH SCHOOL

HERE at Waterville High School I make use of the regular backfield with the skeleton line on the offense, and a similar combination on the defense. However, I find we are not able, financially, to scout our opponents and know just what types of passes to expect; so it has become neces-



# d Hints *on* Coaching

## nd BASKETBALL

### ern *High School Coaches*

sary for us to have some other arrangement whereby we may arrive at a more solid defense against all types of passes.

Here is what we have used with quite a bit of success. I draw a line on the ground and three other lines radiating from near the center of it. Each line represents direction for an eligible receiver and is given a number to identify it. Each receiver has a number assigned to him; for example, left end has the first number called, right end the second number called, left half the third number and so on. A series of numbers is called behind the offensive team, followed by a starting number; for example, 2, 4, 1, 2. In this case the left end goes in direction 2, the right end in direction 4, the left half in direction 1 and so on. From this arrangement any number of possible pass combinations are produced, and it surely makes the defense set for any and all types of passes.

Of course, we sometimes set a whole team on both offense and defense and require the blocking and the rushing of the passer, being sure the passer is taken out on the play.

### *Injuries in the Small High School*

By HECTOR HEBERT  
GUILFORD, MAINE, HIGH SCHOOL

**M**ANY high school coaches, especially in the smaller high schools, are men just out of college who are tackling the coaching job for the first time.

These young coaches, who have plenty of ambition and naturally want to make good, are often confronted by obstacles and plain ordinary hard luck which may be very discouraging.

In the smaller high schools, squads are generally small in number and in size. The coach may have only about eighteen or twenty men to work with. If two or three men are injured, the whole team may be broken up, especially if the mental attitude of the players is not kept right. Some high school boys may lose all enthusiasm in football if they see some of their team mates laid up with injuries.

I think it is very important and essential that the coach keep up a spirit of optimism at all times, no matter how dark the outlook. If he can make the boys feel that injuries are bound to happen just as accidents are bound to happen, they won't be so easily discouraged when someone gets hurt.



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HIGH SCHOOL,  
ADAMS, MASS.



A. D. MULVANEY,  
HIGH SCHOOL,  
BANGOR, ME.

## Helps for Football Coaches

By H. F. FISHER

WESTBORO, MASSACHUSETTS, HIGH SCHOOL

ONE of the real problems confronting the football coach of smaller high schools with a squad of thirty-five to forty men is that of rapidly teaching correct methods of blocking and tackling with a minimum element of injury hazard. It is vitally important that varsity prospects be given as much early season contact



GLENN STEARNS, KENNETT HIGH SCHOOL, CONWAY, N. H.

work as possible without actually working on team mates. Injury jinx is a serious problem with the small squad. We have succeeded in this contact work by two simple procedures.

For blocking we use the 3 x 10 gymnasium mats rolled up, tied with rope and stood on end. The tackling drill is accomplished by use of an inexpensive homemade counter-balanced tackling dummy outfit. We use no release spring so that the work is fast, necessitating no waiting in line for turn to tackle.

The outfit consists of two 4 x 4 posts 9 feet above ground connected at the top by a 2 x 6, 12 feet long. In the center we dropped an eye bolt. Directly to the rear center of the cross piece we erected a 4 x 4, 16 feet high. Connecting the top of this and the center of cross piece is another 4 x 4, 22 feet long. Another eye bolt 18 inches from the backpost was dropped through this connecting piece. Two \$1.00 wooden pulleys were then attached to the eye bolts and through these we ran approximately 50 feet of 1-inch rope, one end of which was attached to the dummy, the other to a canvas bag partially filled with sand. Both bag and dummy clear ground by

6 inches. Ten feet of small rope was attached to the sand bag which enabled a substitute by a slight pull to return the dummy to the original position.

Action is very fast on this outfit. Cleats are notched into the rear post to enable a small boy to climb up to unfasten the pulley. The whole hanging apparatus can be taken in for the night simply by unhooking the two pulleys.

### The Athlete Comes First

By ARTHUR S. FOX

ADAMS, MASSACHUSETTS, HIGH SCHOOL

ONE of the most important factors for success in high school football coaching is making the games and practices most interesting and healthful. It is only natural for the boys to love the game of football because of its physical contact, but to heap too much of this on young growing bodies may do more harm than good. A coach should never think of his own success, but should think of the boys' future health.

Following the theme of this intro-



HECTOR HEBERT, HIGH SCHOOL, GUILFORD, MAINE

ductory paragraph, it has been my aim always to make practices short, full to the extent of sound conditioning exercises, thorough schooling in fundamentals, theory practice on the blackboard of plays, the practical carrying out of the daily skull sessions on the field and a thorough understanding of the rules. Sound schooling in the fundamentals means the ability of the boys to protect themselves, and never to be caught in any awkward position where the more serious football injuries are sustained.

Furthermore, I scrimmage my boys but once a week. During the last two weeks of the season, I have no scrim-

mage at all, but spend the one hour session in speeding up and in perfecting the timing of plays. I always remember that a sound but inferior player is stronger than the star injured player.

I sincerely believe that a high school coach should stick to the teaching of sound fundamentals and true ideals of play and sportsmanship, instead of "burning out" young athletes for personal, selfish success and glory.

### Caring for Injuries

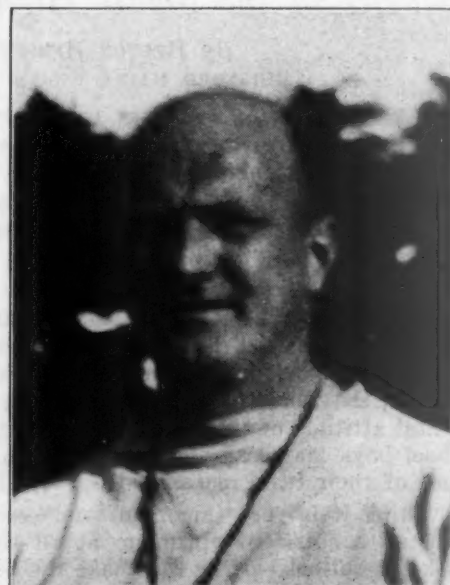
By GLENN A. STEARNS

KENNETT HIGH SCHOOL, CONWAY, NEW HAMPSHIRE

ONE of the hardest duties in coaching is to impress on the high school boy the necessity of caring for minor injuries and bruises. If the boy has a blister on his foot he feels that it is too small a thing to be taken care of and lets it go—he doesn't want to run to the coach with such a minor ailment.

But the coach must find these ailments out and have them cared for. No athletic team can reach its greatest degree of efficiency if these ailments are not taken care of. The feet, I believe, are the most important part of an athlete. In football and basketball especially they have a telling effect. The boy soon loses all the fun of the game—he cannot enter wholeheartedly and get all there is to get. Tincture of Benzoin is one of the best skin tougheners in use and is also very healing. The coach in the small high school has to take care of all these minor ailments and he should be sure that no boy is overlooked. It is well to have each boy on the table each day if possible for a going over. Give lame muscles a rub and a bake.

The age of the high school boy to-



HAROLD MCBRIDE, EXETER, N. H.



day necessitates care of the body. At that age a boy may be improved or spoiled physically. Be sure that a boy is in good physical condition before he is allowed in a scrimmage or contest.

## Ankle Supports

By HAROLD D. MCBRIDE

EXETER, NEW HAMPSHIRE, HIGH SCHOOL  
AN army marches on its stomach, but a football team runs on its feet. A sprained or twisted ankle, and our star halfback watches the game from the bench.

We all recognize the importance of having the team properly shod, but many coaches stop there. When one mentions taping or strapping the ankles, one hears the coach cry in despair, "Adhesive tape costs too much, and I do not have time to tape all the ankles."

I agree with him heartily, for most high school coaches are their own trainers, and they have to economize in every possible way. I have found a solution to all of my ankle troubles by using ankle roller bandages which are made of webbing, and may be purchased from any supply house. The boys work in pairs and bandage each other's feet. They finish it off with a double figure-eight of three-quarter inch black friction tape. The result is a snug protection for the ankle, and it is one that has never failed me.

Its other advantages are that the cost is very small, as the bandages may be washed and used another year. Also it is worn only when the player is in uniform, thus giving the feet a chance to rest. This is not possible with adhesive. I have tried the woven bandage, but find that there is too much give to it, and also the cost is



H. F. FISHER, HIGH SCHOOL,  
WESTBORO, MASS.

much greater. Since using this type of ankle support, I have not had a twisted ankle. When you consider that the fields on which we play are not taken care of, and are mighty hard on ankles, this record is remarkable.

## Teaching the Game Early

By JOHN DAVIS

SOUTHINGTON, CONNECTICUT, HIGH SCHOOL

THE one thing that has helped me most in coaching football has been the fact that I have worked with the boys during the full four years that they are in high school. I make a particular effort to get the boys in the freshman and sophomore classes out for football. I have over thirty from the lower classes, and, even though I have little time to spend with them, they learn to pass, kick and run by themselves. They also absorb a lot of general football knowledge from the varsity squad.

Not only do the boys get good training in this way, but I am able to size them up better. By the time they are juniors I am pretty well acquainted



HARRY NEWELL, SENIOR HIGH SCHOOL,  
WATERVILLE, MAINE

with the available material, and a minimum of time is lost in the fall experimenting with the line-up.

I believe that success in the long run depends on the development of the players during the early high school years. Opportunity for this development must be provided by the high school coach because, in my town at least, there is no other opportunity.

In basketball I find it particularly important to work with the younger boys. During the past five years I have conducted a league composed of the boys from the seventh and eighth grades. By the time these boys have

reached our high school they have had considerable experience, and, besides, I am well acquainted with the possibilities of each player.

## Tag Football for Teaching Co-ordination

By FRANK N. EATON, JR.

PUTNAM, CONNECTICUT, HIGH SCHOOL  
VERY few high school athletes have co-ordination of mind and body. They are awkward at the start of every football season; therefore the



WILLARD SMITH, HIGH SCHOOL,  
EAST SYRACUSE, N. Y.

coach who spends much time in exercises which call for clever handling of body parts will go a long way toward the elimination of fumbles, poor interference, faulty blocking, neck tackling and general misplay.

I find that tag football calls into play a great many exercises which develop cleverness in high school boys. The play is so open that it is easy for them to see the effect of blocking and general interference on the progress of the ball. It is fun for the boys, and "Charley horses" and other bruises are a rarity rather than the general thing.

I would say, then, that less scrimmage, fewer tired athletes, more confidence, greater energy and increased cleverness are needed. If the above is acquired, of a certainty better football will be the result. I believe sincerely that tag football will go a long way toward developing the things mentioned above. Other exercises might be substituted, but the boys like the real competition they get in tag football.

At first I wondered whether the boys would play rough and hard after this type of exercise and I am glad to



say that they play harder in every respect than as though they had scrimmaged in place of the more open type of play. So if some coach has a team that isn't getting anywhere, let him try tag football. I am sure he'll be pleased with the results.

## Line Defense

By GEORGE M. WOODMAN  
CLAIRTON, PENNA., HIGH SCHOOL

**L**INE defense, as it is known to the high school coach, is a problem which the college coach does not encounter. The high school boy cannot analyze the probable move of the opponent and he has little judgment on what to do in any difficult situation. As a result the high school team should be taught a sound defense, based on a seven-man line with the preliminary object to get into the opponent's backfield.

The strength of the defense lies in the center. Around the center, build a line taught to cross the opponents' line of scrimmage and turn everything inside. This resolves itself into the old type cup defense, with each man charged with a definite responsibility for a particular territory, considered his own. Time spent on analysis of offensive formations for their strength and weakness is valuable. Individual instruction with the two on one combination, emphasizing three courses—namely, over the top, underneath and straight ahead—will add much to a defense.

## Plan Your Practice Sessions

By J. W. STEINHILBER

HACKENSACK, NEW JERSEY, HIGH SCHOOL

**H**OW much time should a beginning coach spend with his football squad? I believe it depends entirely on how he plans his practice sessions.

Many high school coaches with a squad of thirty or forty boys fail to realize the importance of outlining their practice sessions in advance. They have in mind certain things they want to accomplish. They start off with a short calisthenic drill and then the line moves off to one side of the field and practices charging and blocking while the backs go out for passes and the kickers practice punting. The coach gets interested in some phase of the work and the first thing he realizes is that he has spent more time on kicking than he had planned.

Personally, I believe every coach should sit down with his assistants (if he is lucky enough to have helpers) and outline on paper his practice sessions for a week. This may be done

at the beginning of each week.

Below will be found a typical day's work suitable for any high school squad of forty boys.

3:45 to 3:55—Calisthenics (warm the players thoroughly).

3:55 to 4:00—Short sprints up and down the field.

4:00 to 4:10—Falling on the ball (it still has its place in high school practice sessions).

4:10 to 4:40—Line charging and blocking.

Backs going out for passes. Kickers punting.

4:50 to 5:00—Signal practice.

5:00 to 5:30—Scrimmage.

I admit that the above outline does not take in all the important phases of football. Perhaps on the next afternoon the coach will stress tackling; on another afternoon thirty or forty minutes will be devoted to dummy scrimmage.



LAWRENCE C. WOODBURY, HIGH SCHOOL,  
WESTFORD, MASS.

By having a little card in your pocket with your work outlined it helps to make the practice sessions worth while. The big point to remember is **PLAN YOUR SESSIONS IN ADVANCE.**

## Practice Formation

By LT. HARRY W. BALDWIN

NEW BRUNSWICK, N. J., HIGH SCHOOL

**T**IME is that which we have the least of and of which we waste the most. Any coach who has hopes of teaching his candidates the various techniques of football and who wishes to give each candidate a fair and equal chance must organize his practice schedule on the time element. To do this, he must plan his work so as to be able to supervise large groups easily and with a minimum of walk-

ing from place to place. While he is walking from one group to another, located at a distance, he cannot coach. He should get his groups organized in any way that suits him, keeping in mind space, numbers, the work planned, number of coaches to handle the groups, time to be spent on each part of the work and ground to be covered within that time.

Some ideas that I find of value follow. Form the men in a square, depending upon the number for its size, centers on one side, guards on one side, tackles on one side and ends on the fourth side. Now number off the men, A and B. Have the A's step inside the square and face the B's. Take a position in the center of the square and teach the techniques, including the types of tackling that you have in mind. I arrange this square near the tackling dummies and charging sleds, which reduces to a minimum the time lost in moving from one place to another. Some technique requires three men; use one A and two B's then two A's and one B. Offensive and defensive tactics may be taught and practiced and corrections made. Special technique for the positions may be taught while one group is on the dummies, one on the sleds and two on the special technique. Change men from the offense to the defense within the groups.

One thing I find of value in teaching use of hands is this. Have A get down on hands and knees with his rump facing B. B takes a defensive stance facing A's rump. On the signal, "Ball," B uses hands in various ways on A's rump. I find it develops good use of hands without subjecting players to the constant pounding on the head that the direct method does and you will find that the men will put more drive and snap into it. Change men over so that both get the work.

## Conditioning the Basketball Squad

By OLIVER J. ADAMS

DOVER, NEW HAMPSHIRE, HIGH SCHOOL

**B**ASKETBALL coaching, to my mind, is about one-fourth actual coaching or teaching, and three-fourths training, conditioning and psychological handling of the team. Most boys who comprise a high school squad have played from one to four years on Y. M. C. A. or club teams of some sort, and the problem is entirely different from football, where many of the candidates have never played the game and have only a general idea of it. Many coaches will disagree with me, but I think that boys with natural athletic ability if given a ball

and a court on which to play would become good basketball players if the coach never came near them; provided, of course, that they knew something about the rules of the game and really loved the sport.

In training and conditioning a basketball team, I believe in short, snappy workouts. Our practice session never exceeds one hour and a half, with the first thirty minutes spent on fundamentals and the last hour on scrimmage, stopping for rest periods every eight or ten minutes. The boys are worked at top speed for these periods, my idea being that during them the timing of passes, cutting, etc., more nearly approximates game conditions than during long, dragged-out scrimmage sessions. The short rest periods are utilized for foul shooting. Thus, the man practices free throws while breathing heavily and in a physical condition resembling

that which he experiences in a real game.

Regarding style of play, it should depend upon the material and size of court. With a small court, I consider the zone defense the best. We are fortunate in possessing a large court and with small, fast men who are "basketball wise" have had unusual success using the man-to-man defense, particularly when nearly all of our opponents in this state employ the zone defense, or five-man defense.

### *Changing the Defense in Basketball*

By LAWRENCE C. WOODBURY  
WESTFORD, MASS., HIGH SCHOOL

A HIGH SCHOOL team should fully master two defenses, a five-man shifting zone and the man-to-man.

Both have their advantages and may be used to meet various situations. A team that has the game well in hand should use the five-man defense, but a team that is going behind will find that a change to man-to-man will cause enough of a surprise to gain several baskets and perhaps change the aspect of the game.

A man-to-man defense should also be called into play when the opponents are stalling in the backcourt. Each player leaves his position and goes for his opponent, the one with the ball being taken last. The sudden shift speeds the game up and often causes a stalling team to lose possession of the ball. Control of the ball, upon which victory depends, is often gained by a shift in defense. In using these defenses it is well to remember the statement, "Always change in a losing game; never in a winning one."

(Continued on page 43)

# Nineteen Thirty-one Football Attack

## *Offensive Strategy Displayed This Year by Teams in All Sections of the Country Shown by Play Formations*

FOOTBALL, so far as the attack is concerned, this year is played either in accordance with the theory that the man with the ball should get to the line as quickly as possible or that the drive for the objective should be preceded by certain deceptive movements and maneuvers designed to confuse the defense. The leading exponents of both theories have been successful.

This year's style in offense quite generally emphasizes formations in which backs are placed in position to flank the tackles and ends are deployed for the same purpose.

Further, the wide runs or sweeps of earlier days are gaining in popularity. It is not uncommon to see an interference massed against an end with the ball carrier either cutting back over tackle or running for the side line.

The value of the forward pass is no longer disputed by any coach. Not many coaches, however, are depending upon the pass as the main weapon of attack. Practically every team has at least one lateral pass play, but Rugby football has not proved so highly successful as to revolutionize the American game.

Ball carriers who can pass on the run are very rare. Fortunate indeed is the coach who has a back who is a

dangerous runner and who can pass while running with the ball.

The accompanying diagrams will suffice to indicate the basic principles that are being employed by the coaches in advancing the ball.

### THE PACIFIC COAST

On the Pacific Coast, the forward pass defense and the line defense for the most part are a seven-man line plus a diamond in the backfield. Phelan at Washington is using a seven-man line plus a box all over the field. A six-man line is used considerably but with pass defense in view. The backs as a general rule are in the 2-2-1 formation, although Jones of Southern California has used a six-man line with the 3-2 formation behind.

To combat this defense, St. Mary's splits the two back men with the offensive ends breaking out and cuts a man fairly deep over center for a pass. One of St. Mary's touchdowns this year came when the right end went down and out and outran the defensive left halfback. St. Mary's has a couple of fine passers; they lay the ball out there in perfect shape for the receivers.

When the Coast teams use the diamond, the safety man takes the deep runner and the center the zone behind the line; the halfback takes the wide runner on his side; the fullback takes

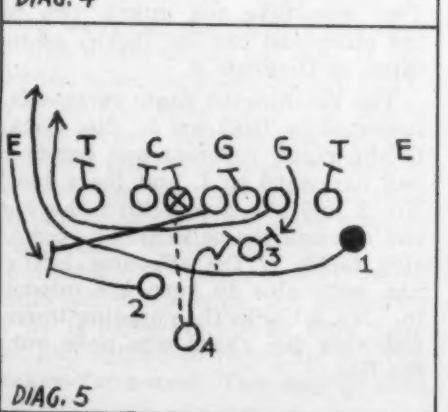
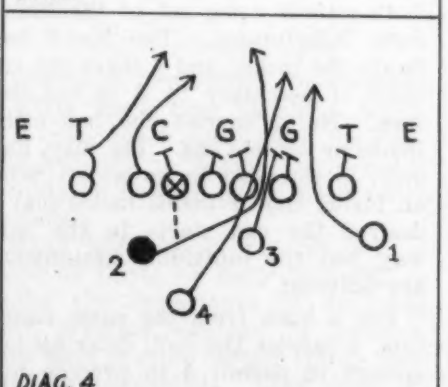
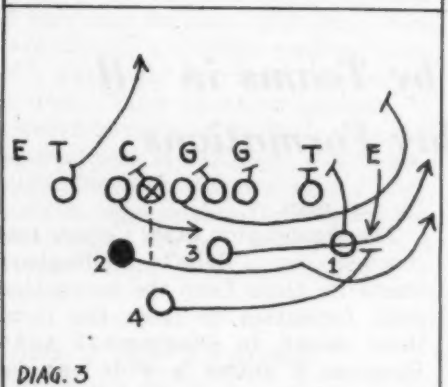
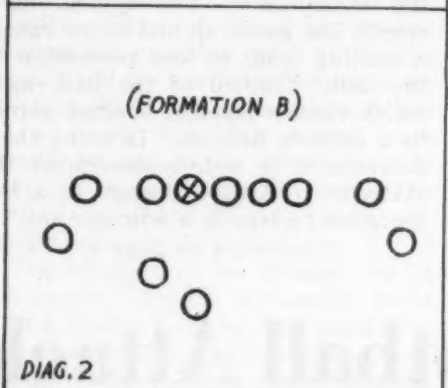
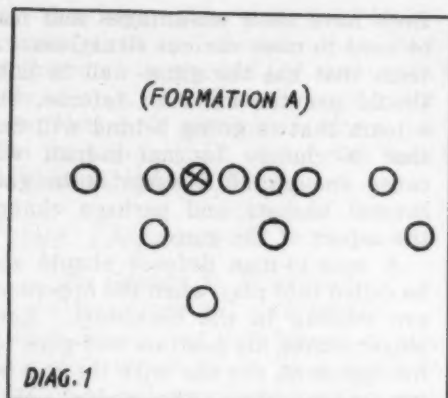
the flat man.

The Washington State College team, coached by "Babe" Hollingberry, starts its plays from the conventional punt formation or from the formations shown in Diagrams 1 and 2. Diagram 3 shows a wide end run. Both guards come out of the line to form interference. The No. 1 back flanks the tackle, and 4 takes the end, aided if necessary by 3 or the linemen. No. 2 carries the ball either inside or outside end. The play, however, is intended to go wide. When an inside end or inside tackle play is desired the run starts in the same way, but the individual assignments are different.

For a buck from the same formation, 2 carries the ball, delaying long enough to permit 4 to precede him. Two men take one guard, two men the other and one the tackle, as indicated in Diagram 4.

The Washington State reverse is illustrated by Diagram 5. No. 4 starts to the right, reverses and hands the ball backward to 1, and there blocks. No. 2 and the guard turn the right end out and the ball carrier goes outside tackle if the offensive left end has been able to turn his opponent in. No. 3 blocks the opposing lineman following the guard who pulls out of the line.





From the huddle, Washington State takes the formation shown in Diagram 6 for weak side plays. Diagram 7 shows this team's formation on the strong side and the defense that the Coast teams generally use against it. The assignments for the individual men on forward pass defense are indicated in Diagram 8. On the Coast, guards are being used considerably against the pass.

A short side play that is used by Washington State is shown in Diagram 9. No. 2 and the tackle take the tackle, and 3 handles the end alone. No. 4 follows the guard, who comes out of the line, off tackle. A short side drive used by this team goes between tackle and guard, with 2 helping the end on the tackle and 3 helping the tackle on the guard.

The run from a punt formation is shown in Diagram 10. Two linemen lead the interference. No. 1 and the end block the tackle, and 2 and 3 turn the left end out. No. 4 carries the ball either inside or outside end.

The Washington State forward pass defense against formations of a certain kind is shown in Diagram 11. The guard on the strong side and the end on the weak side drop back to defend against short passes and the backs cover as indicated.

Jimmie Phelan's University of Washington team lines up in what used to be called a normal formation, their opponents usually taking the positions indicated in Diagram 12. The Huskies shift to the Notre Dame formation as shown in Diagram 13, against which the opponents shift to the strong side. On second, third, or fourth down the defensive back, A, moves up into the line unless a pass is indicated.

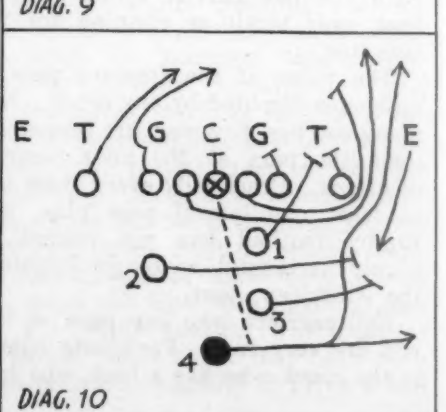
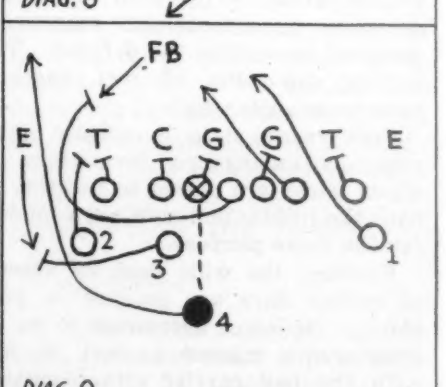
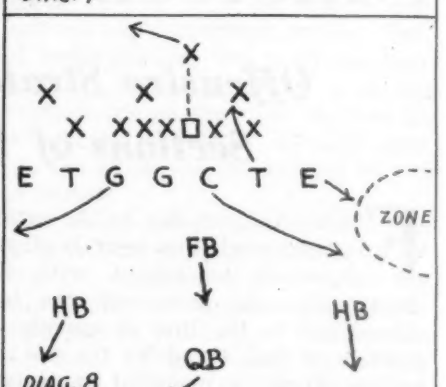
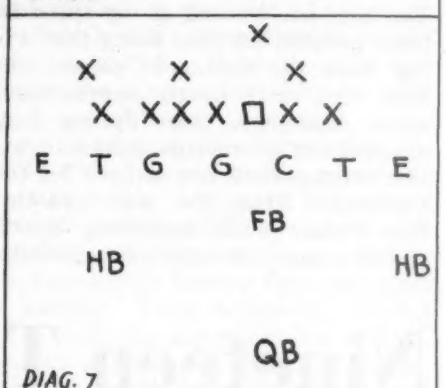
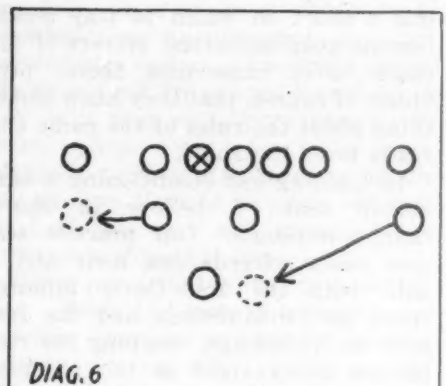
Washington's short side play is described in Diagram 14. The left end blocks the guard, leaving the tackle to 2 and 1. No. 4 either pivots and hands the ball to 3 or carries it himself inside tackle.

As a variation of the short side play just described, another short side play as shown in Diagram 15 is used. In this case the left end and 2 block the tackle, 1 blocks the end and 4, after faking to 3, hits off guard.

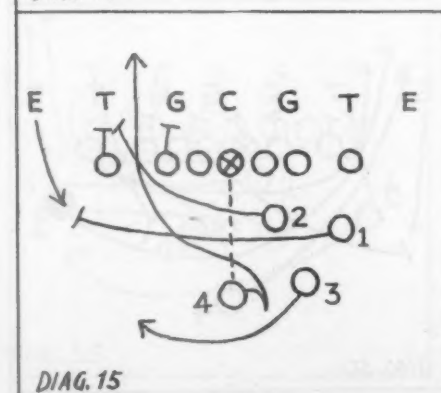
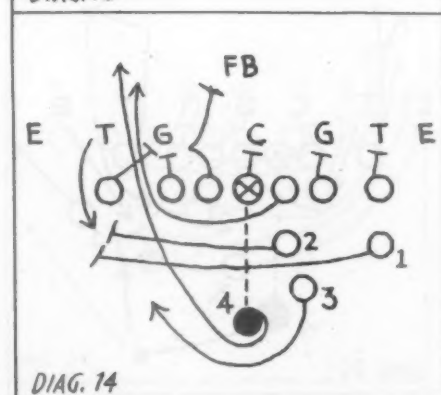
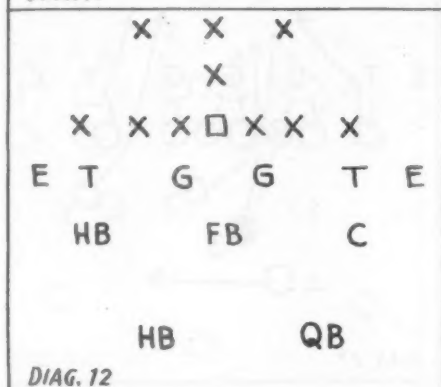
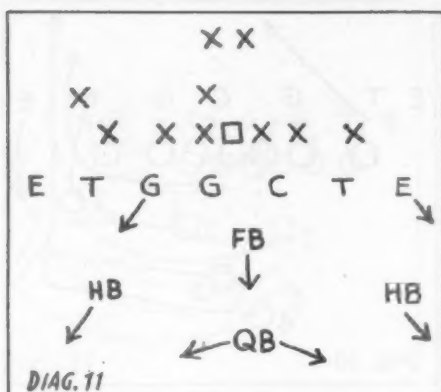
An inside tackle play is illustrated by Diagram 16. Nos. 1 and 2 take the tackle, if possible turning him to the outside, and the end cross-blocks the guard. No. 3 may take the end or run interference. The buck on the strong side is shown in Diagram 17. No. 4 fakes and 3 hits inside tackle with 2 leading the interference.

Diagram 18 shows a pass in which 4 takes four steps to the right and then passes to 1, 2 or the left end. No. 3 blocks.

The Washington defense against a







Z formation is shown in Diagram 19.

Glenn Warner is again using the double wing-back formations that have proved successful in other years at Stanford. This year, however, he has introduced a few refinements and changes, as will be noted in the following diagrams. Diagram 20 is a buck inside guard. Each wing-back is in the seam, back of the end and tackle. The left wing-back helps on the guard, leaving the left end and tackle free to go for the defensive fullback. No. 3 leads the play and if necessary helps the right tackle take the guard.

The play through the strong side inside tackle is not only a power play as is the play in Diagram 20, but a bit of deception is added by a fake pass to 1. After the pivot and the fake pass, 4 hits between guard and tackle. See Diagram 21.

A Stanford weak side play is shown in Diagram 22. No. 3 leads the runner inside tackle. No. 2 and the left end block the tackle, and the others either block or cut through for the secondary.

One of the strongest plays from a double wing-back formation is the one in Diagram 23. No. 4 spins, passes to 2 and then blocks. No. 1 takes the end, and the left tackle leads the interference.

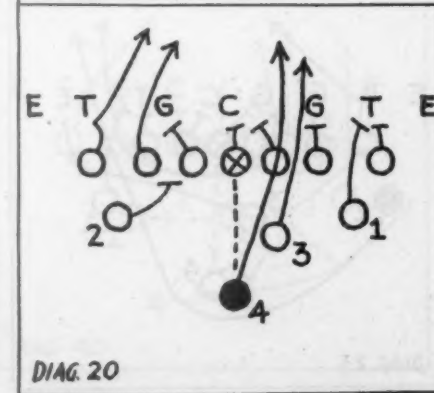
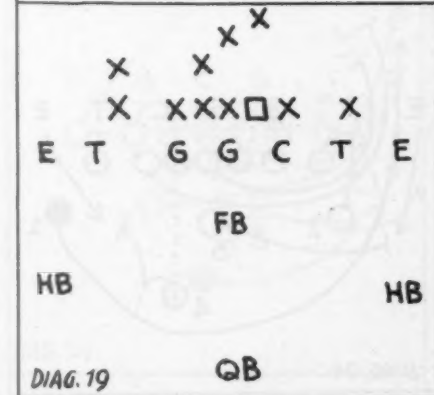
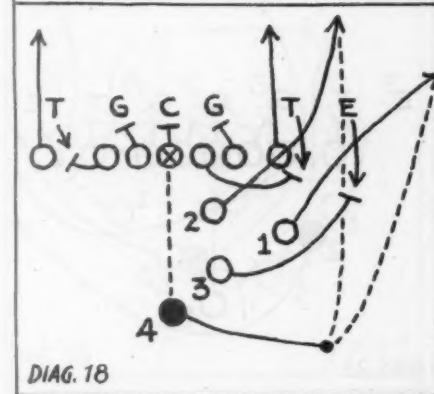
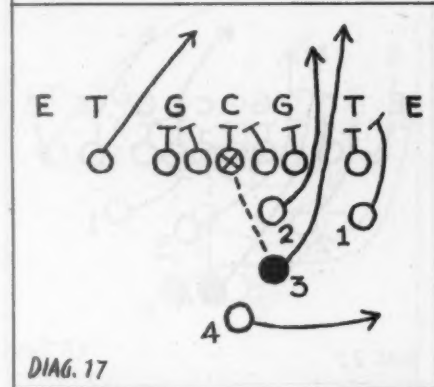
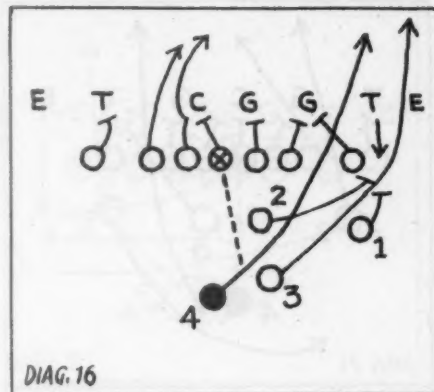
From the A formation Warner sends his off-tackle play against the strong side as shown in Diagram 24. No. 4 pivots and gives the ball to 1 and then blocks. No. 2 and the left end take the tackle. The two guards lead the interference for the ball carrier, and 3 takes the end.

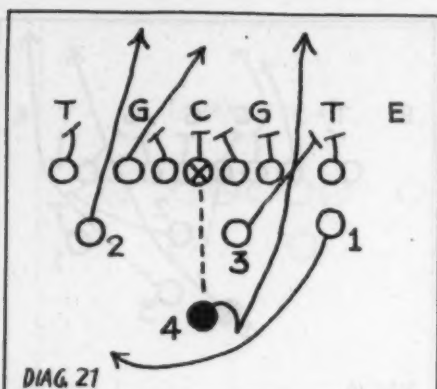
The off-tackle play on the short side is diagrammed in 25. No. 1 helps the right end on the tackle; 3 takes the left end out; 4 pivots, hands the ball to 2 and then blocks while the runner follows the left guard outside tackle.

Diagram 26 shows an off-tackle play from the Stanford B formation. No. 1 helps the right end turn the tackle in; 2 and 3 block the left end, and the right guard leads the interference for a cut-back.

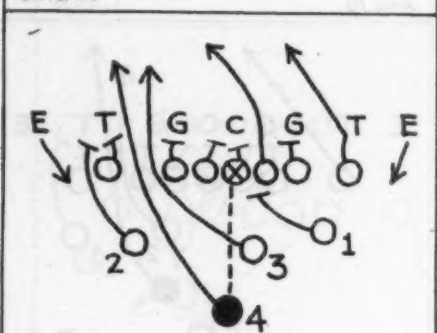
In the early games this fall, Mr. Warner has used a seven-man line defense with a diamond backfield shifting, depending on the down, to a six-man line with a 2-2-1 backfield. The first two backs are three yards back of the line or closer; the second two backs are from twelve to fifteen yards back of the line; and the safety man is back from twenty-five to thirty yards.

The University of Southern California team, coached by Howard Jones, comes out of the huddle into one of five different formations. Diagram 27 shows a buck from the tandem formation on the strong side. No.

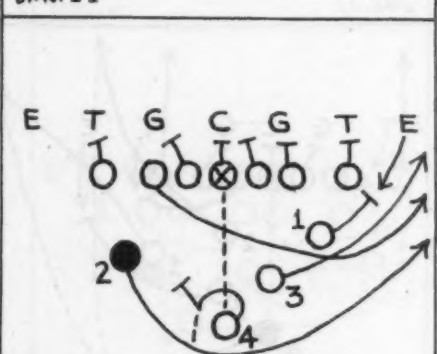




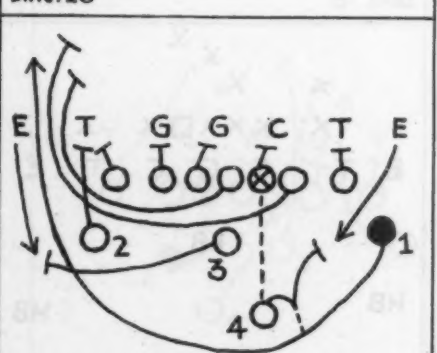
DIAG. 21



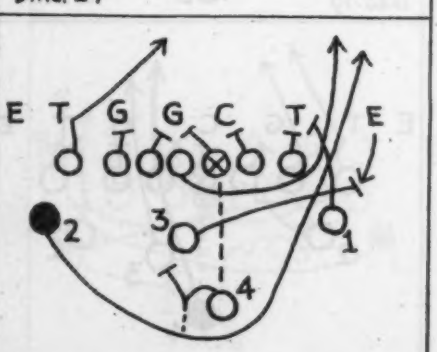
DIAG. 22



DIAG. 23



DIAG. 24



DIAG. 25

4 fakes to take the ball from 3, but the latter hits over center, preceded by 2.

The off-tackle play from this same formation works as shown in Diagram 28. No. 1 helps the right end with the tackle; 2 and 3 block the end, and 4 cuts back off tackle with the guard leading the interference.

Diagram 29 illustrates the way the forward pass is executed from this same formation. The two ends and 1 go down and out as indicated. The guard and 3 protect the passer, who starts to the right as in a run and then passes, usually to the man in the flat zone.

A reverse from the formation as shown in Diagram 30 is worked as follows. The close guard on the strong side blocks the right end. The right end on offense and 4 lead the interference for 1, who is given the ball by 3 after a reverse.

Diagram 31 is a spinner play with a lateral pass to the weak side. Nos. 1 and 2 take the defensive right end; the guard and 4 lead the interference. No. 4 first spins to the right and then runs to the left, tossing the ball to 3.

Since U. S. C. has plenty of power, and consequently a strong running and bucking attack, most of its opponents are forced to use a seven-man line of defense with either a diamond or box backfield.

The defense shown in Diagram 32 was used last year by U. S. C. against Stanford.

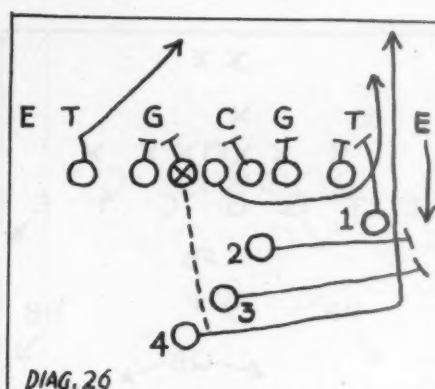
Dr. Clarence Spears' University of Oregon team is using an unbalanced line and Z formation as shown in Diagram 33. In this off-tackle play, 4 cuts back inside of end; 1 helps the right end on the tackle; the two guards come out of the line; 2 blocks the end out and 3 leads the interference.

The wide end run is executed as shown in Diagram 34. No. 1 blocks the end, and 2 and 3 together with the two guards run wide, followed by 4, the ball carrier.

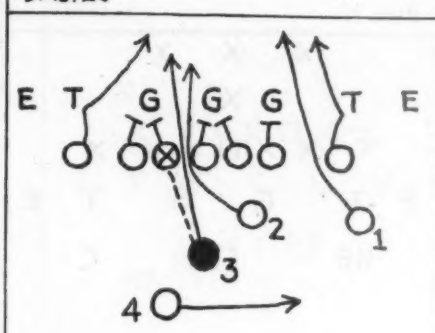
In the short side play (see Diagram 35), No. 4 fakes the ball to 1 and then follows the right guard and the right tackle for a slant off tackle. Nos. 2 and 3 take care of the opposing right end.

When the defensive line slides on weak side plays, the play in Diagram 36 is used as follows: The right guard and 2 take the tackle; the left end and tackle block the center; 1 takes the right end, and 3, after faking to 4, hits between the defensive tackle and center on the weak side.

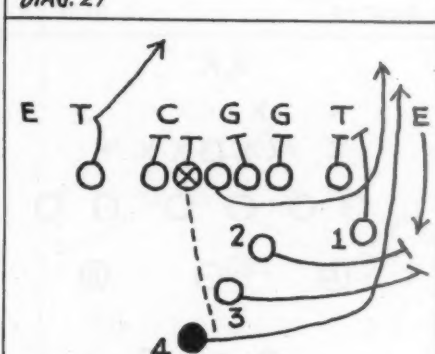
Paul Schissler's Oregon Aggies execute their wide end runs as shown in Diagram 37. The guard pulls out of the line; No. 1 blocks the end, aided by 3; and 4 follows 2 around end.



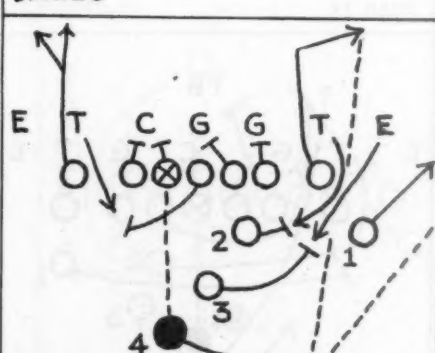
DIAG. 26



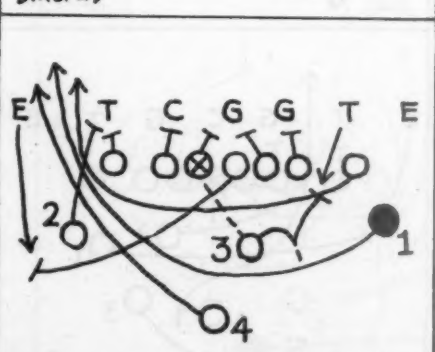
DIAG. 27



DIAG. 28

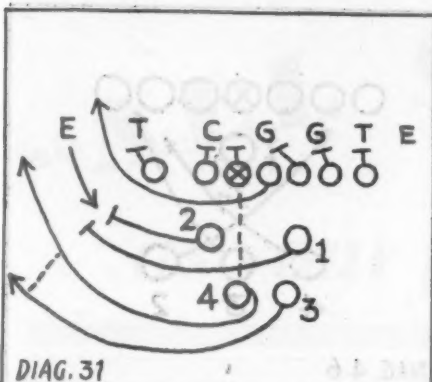


DIAG. 29

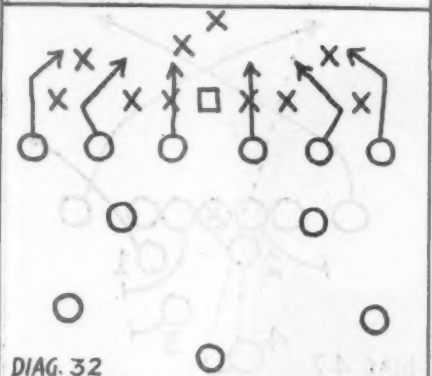


DIAG. 30

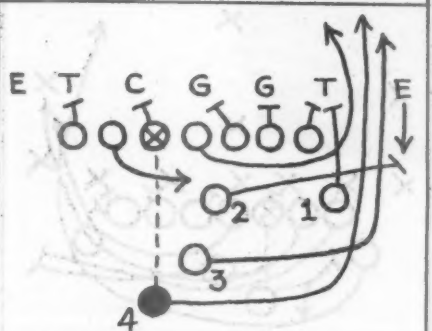




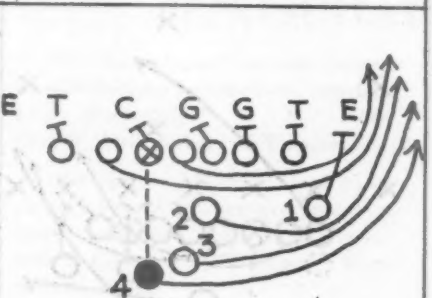
DIAG. 31



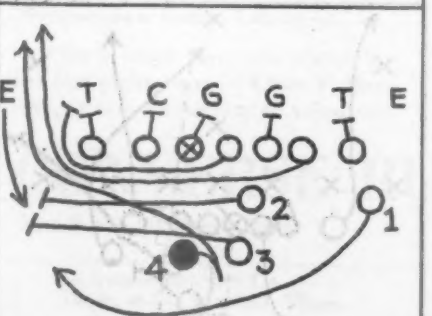
DIAG. 32



DIAG. 33



DIAG. 34



DIAG. 35

On the O. A. C. play inside tackle, the ball is handled by 2 and passed to 4 for a slant off guard. No. 1 helps the right end with the tackle and 3 precedes the runner through the hole. See Diagram 38.

Bill Ingram's California Bears have an interesting play, as shown in Diagram 39. The ball carrier starts as in a slant off-tackle run and then swings out as indicated. The Notre Dame team has used these same tactics from a different formation very effectively. Mr. Stagg of the University of Chicago a great many years ago employed this principle and used effectively what was then known as his "Whoa Back" play.

The California play as shown in Diagram 40 may be either a buck or a lateral pass. No. 2 either carries the ball in a cut-back off tackle or lateral passes to 4 as indicated.

#### ROCKY MOUNTAIN SECTION

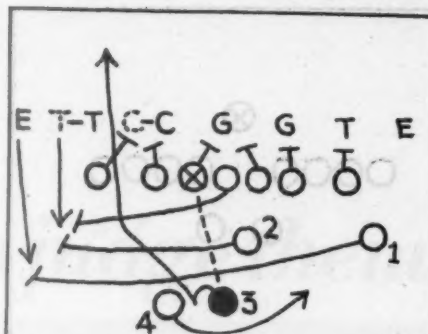
The following types of offensive play have been shown in the Rocky Mountain Conference this season. In Diagram 41 is shown the University of Denver formation before the shift.

Coach Cravatte is using the Jones system with the powerful off-tackle drive as shown in Diagram 42 as the basic play. No. 4 helps the end on the tackle; 3 blocks out the end, and 2 and the right guard lead the play between tackle and end, followed by the ball carrier, No. 1.

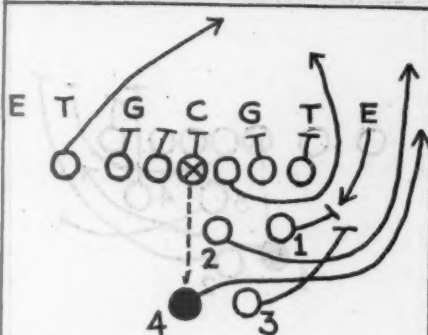
The University of Colorado under Coach Witham is using the Notre Dame system of offense this year. This team uses the huddle, and comes out and lines up in T formation before the shift. Diagram 43 shows the formation after the shift with ends flexed and a weak side reverse. The ball goes to No. 3, who spins and gives it to 4. No. 2 back and the right guard take out the weak side end, and 1 and the right end lead the play between tackle and end.

The Colorado Aggies under Coach Harry Hughes this year are employing the single wing-back formation with unbalanced line. Diagram 44 shows a variation of Hughes' old million dollar play with the end around. The ball is sent to No. 2 fullback, who gives it to No. 1 back. No. 3 blocks the tackle in; 4 takes the end in. The right guard leads the play as personal interferer. No. 1 back hides the ball and makes a backward pass to 5, the left end.

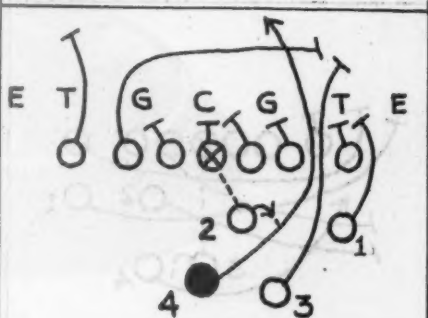
The University of Utah under Ike Armstrong is using the unbalanced single wing-back formation. Diagram 45 shows a quick running pass; 4 gets the ball and fakes a run to the right; the left end goes down and to the right; the right end goes down and to the right; No. 1 back fans to the



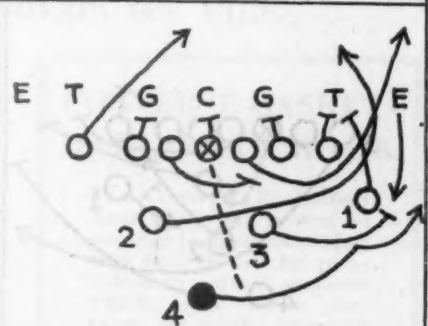
DIAG. 36



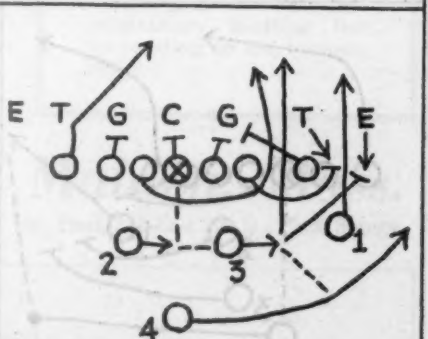
DIAG. 37



DIAG. 38

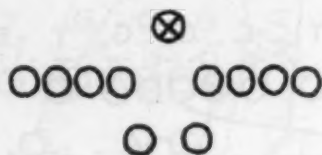


DIAG. 39

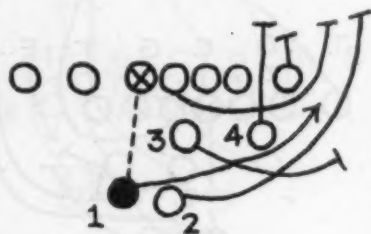


DIAG. 40

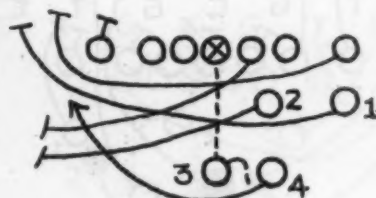




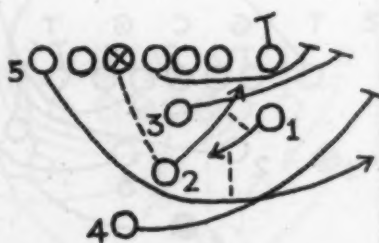
DIAG. 41



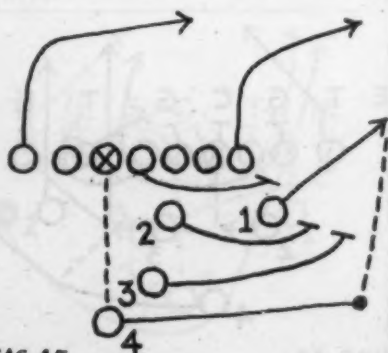
DIAG. 42



DIAG. 43



DIAG. 44



DIAG. 45

right; 2 and 3 backs protect, affording the passer good protection. The pass is a short running pass to either No. 1 back or the end.

The Utah Aggies under Dick Romney are using the T formation with the quarterback under center feeding the ball to the backs. They also shift from this to a single wing formation. Diagram 46 shows a cross-buck from the T formation. No. 1 quarterback takes the ball from center and fakes to No. 2 back; No. 3 fullback leads the play between left tackle and end; 1 then gives the ball to 4, who follows No. 3 back.

Brigham Young University under Ott Romney is using the punt formation. In Diagram 47, No. 2 quarterback takes the ball from the center and makes a backward pass to 4; No. 1 goes to the right; 3 protects; the guards pull back and protect; the ends cross deep and 4 makes a long pass to either end.

#### MISSOURI VALLEY SECTION

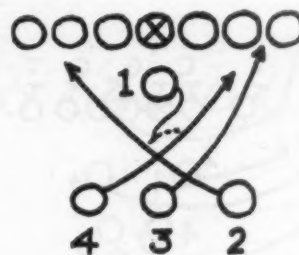
The University of Kansas favors the double wing-back formation. Its fast, heavy backs carry considerable punch with it. The single reverse has been one of their mainstays. See Diagram 48. Their defense favors a seven-man line with backs in a diamond. Backs employ a combination of zone and man-to-man type.

The Kansas Aggies arrive at the formation shown in Diagram 49 by shifting the left end into the line. By shifting the right inside back into the line and leaving the left end back they have a double wing-back. The play in Diagram 49 shows a wide off-tackle smash which scored a touchdown against Kansas. Defensively they favor a 7-1-2-1, with the weak side end fading for passes.

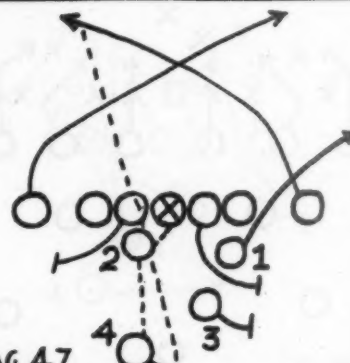
The pass in Diagram 50 is a favorite of the University of Missouri team and has been used with great success. The Missouri team has also used a short punt formation quite frequently. Defensively, Missouri favors a 6-2-2-1 formation with the center floating more than ordinarily in this type of defense. The pass defense is the straight zone type.

Iowa State College, coached this year by George F. Veenker, is using the full spinner (see Diagram 51) with considerable success. It is followed by a lateral pass at times. Defensively, Iowa State favors a 6-2-2-1 formation, with the backs using a combination of man-to-man and zone defense.

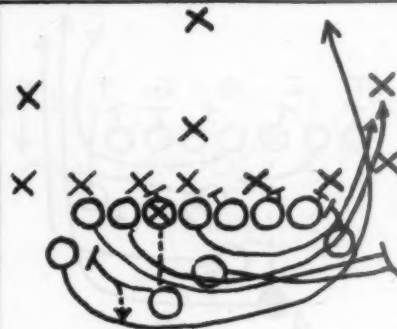
Drake, this year, has departed from its usual style to an attack similar to that of Notre Dame. Fast, shifty backs make the team very versatile and it has enjoyed considerable suc-



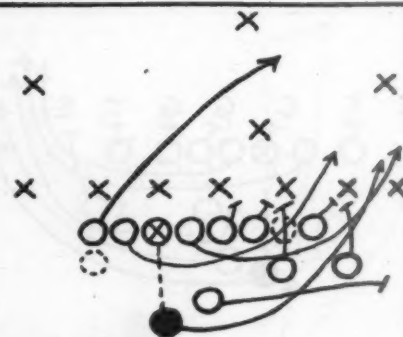
DIAG. 46



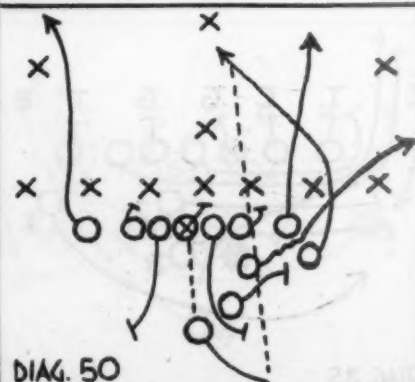
DIAG. 47



DIAG. 48



DIAG. 49



DIAG. 50

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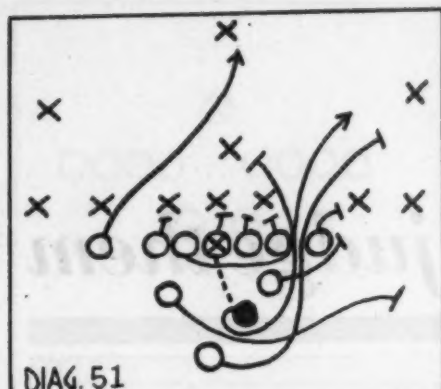
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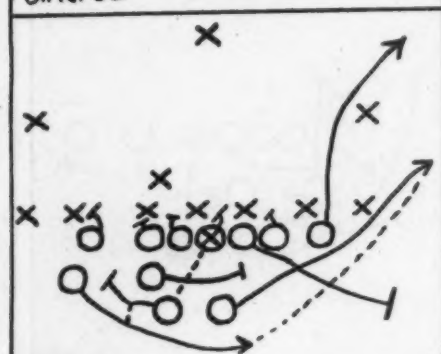
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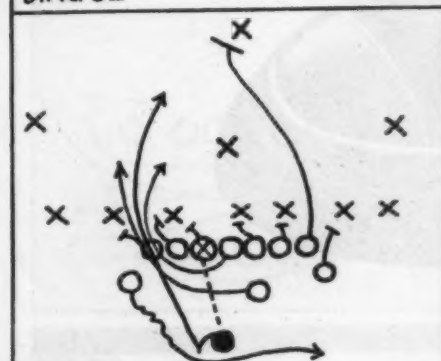




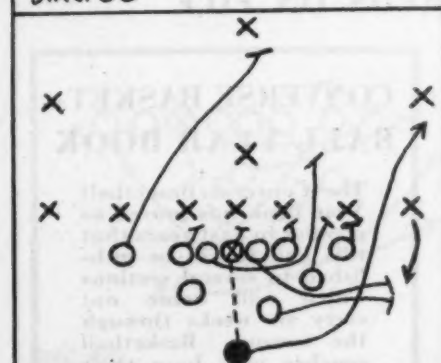
DIAG. 51



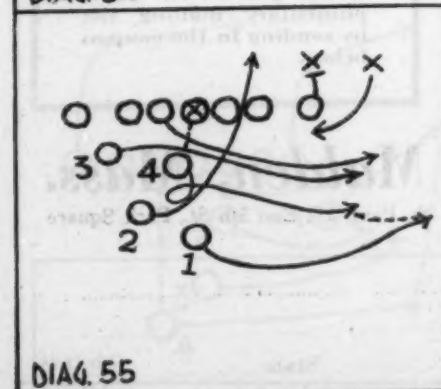
DIAG. 52



DIAG. 53



DIAG. 54



DIAG. 55

cess. Defensively, Drake has favored a 6-3-2 formation, with a 7-2-2 formation at times. The ends rush the passer and punter as a rule. Diagram 52 shows a favorite double pass to the weak side used very successfully by Drake.

Diagram 53 shows the University of Nebraska formation and play from which Sauer ran 40 yards for the winning touchdown against Oklahoma. Nebraska also uses a short punt formation.

Nebraska favors a seven-man line on defense with the backs in a diamond. Big and fast, the Nebraska team has made the most of its material. Backs play the zone type of pass defense.

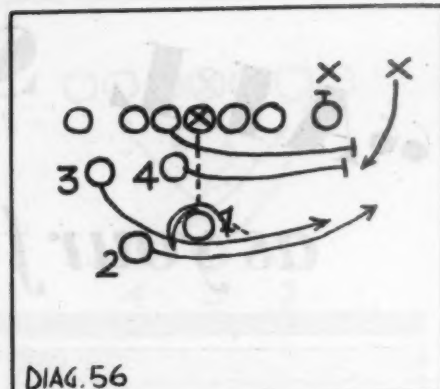
Oklahoma, using its favorite short punt formation, has used the cut-back end run with great success. (See Diagram 54.) Defensively the backs are in a diamond with the center in and out of the line. On passes they favor the zone type of covering.

#### THE MIDDLE WEST

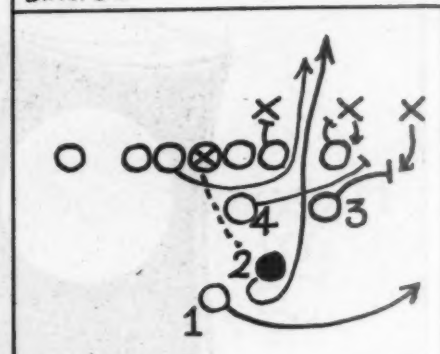
Diagram 55 shows the Purdue University fundamental formation, balanced line, ends split away about two yards, and with a four spot formation of backs on the left. No. 4 quarterback receives the ball from center, pivots to his right, and fakes the ball to the fullback, No. 2, who hits into the weak side of the line to draw the defensive end in. The quarterback pivots all the way around and follows his interference, the left guard and the No. 3 back, and just as he is about to be tackled he makes an overhead lateral to the No. 1 back, who has drifted back and out wide to the right.

Diagram 56 shows the same Purdue formation as 55. The ball is passed from center to the No. 1 back, who pivots to his left and fakes to give the ball to the No. 2 back; then No. 1 back spins all the way around again and gives the ball to the No. 3 back, who follows No. 2 back out to the right. The left guard and the No. 4 back take the defensive end. This play shows practically a one and one-half spin, and it is executed with exceptional speed.

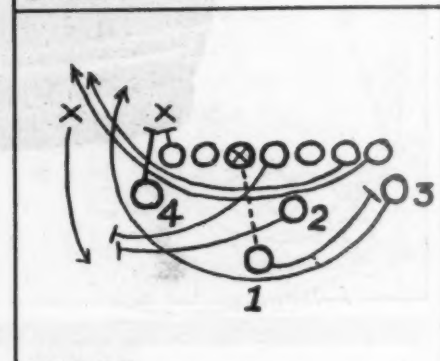
Diagram 57 shows the Purdue formation with the backs' strong side to the right. In this play the ball is passed direct from center to the fullback, who spins to his left, faking the ball to the No. 1 back, then completes his spin and goes inside the defensive tackle on the strong side. The No. 3 back checks the defensive end out. The quarterback, or No. 4 back, helps the end check the defensive tackle out. The left guard swings around and helps on the strong side defensive guard.



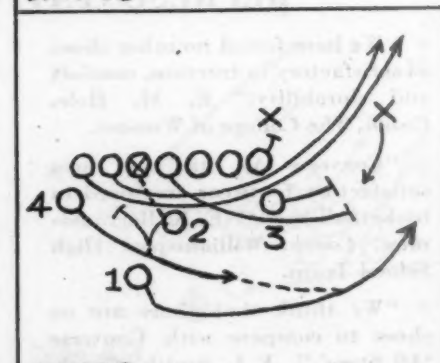
DIAG. 56



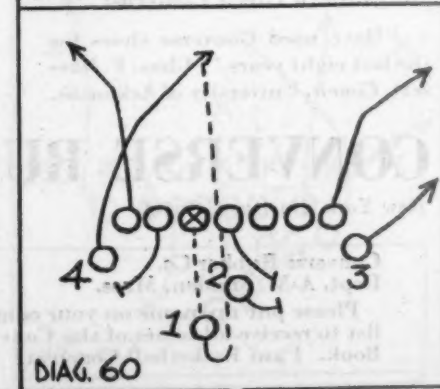
DIAG. 57



DIAG. 58



DIAG. 59



DIAG. 60



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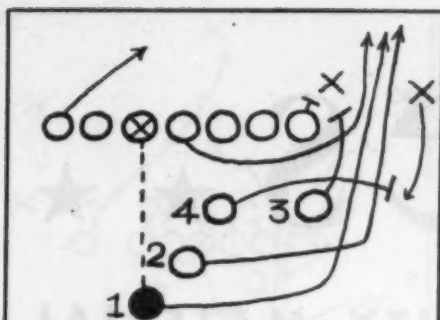
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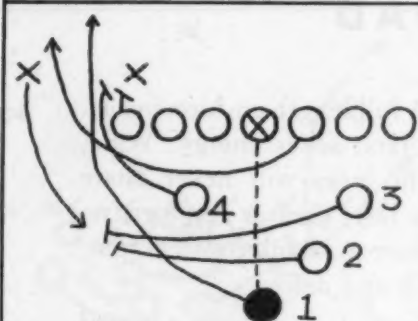
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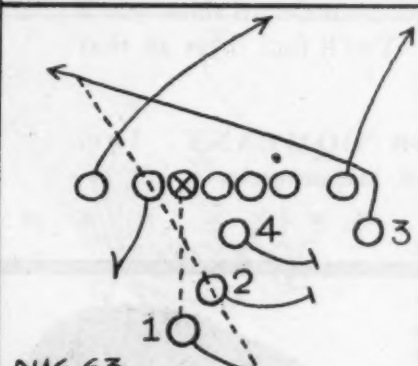
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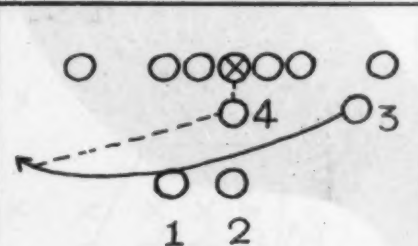
DIAG. 61



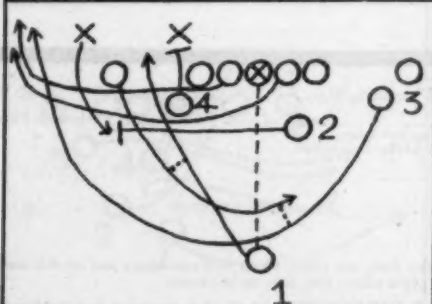
DIAG. 62



DIAG. 63



DIAG. 64



DIAG. 65

Diagram 58 shows the Ohio State University fundamental formation, which is a double wing-back formation. The line is unbalanced, ends tight, wing-backs one yard back of and just outside their ends and pointing in toward the line. The quarterback takes his position one yard back of the second lineman on the strong side. The fullback is three and one-half yards back of the strong side guard.

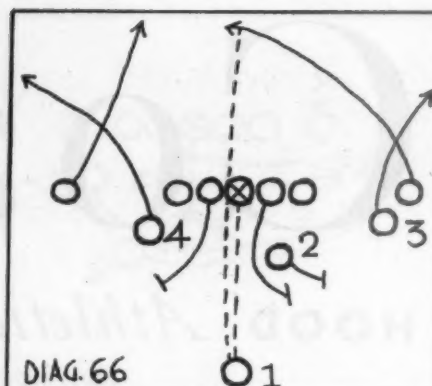
The play in Diagram 58 shows a reverse to the weak side. No. 4 back works on the defensive tackle; the strong side guard and the No. 2 back take the defensive end; the outside tackle and the end on the strong side lead the interference. The ball is passed from center to No. 1 back, who starts to his right but gives the ball to the No. 3 back, who swings inside the defensive end on the weak side.

Diagram 59 shows the same formation as 58. The play shown is a lateral pass. The ball goes from center to the No. 2 back, who pivots to his left and gives the ball to No. 4. No. 2 then blocks the tackle on the weak side. No. 4 starts to the right and makes a lateral to the No. 1 back, who has drifted back and out wide to the strong side. The No. 3 wing-back checks the defensive end. The strong side guard swings a little deep to hit the defensive end on the outside. The two linemen on the weak side swing around to lead the interference.

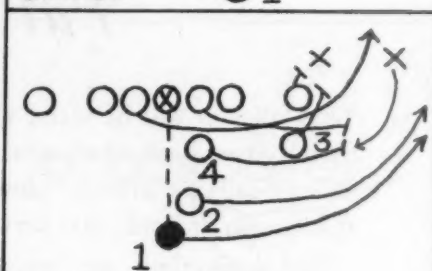
Diagram 60 shows the Ohio State formation with the No. 1 back about five yards directly back of center. The No. 2 back is about two yards directly back of the strong side guard. The pass from this formation shows the two ends going down deep and hooking a little to the outside. The No. 3 back goes flat to the right. The No. 4 back goes down and cuts in deep behind center. No. 1 passes to the No. 4 back. The guards come back and protect.

Diagram 61 shows a University of Minnesota fundamental formation with a strong side line on the right and a Z formation of backs on the right. The play shows a short end run to the strong side. In this play, the No. 3 back helps the end on the defensive tackle. No. 4 turns the defensive end out. No. 2 has his option of helping on the end or leading the interference. The strong side guard comes out to the right as an interferer. The left end goes through for the secondary.

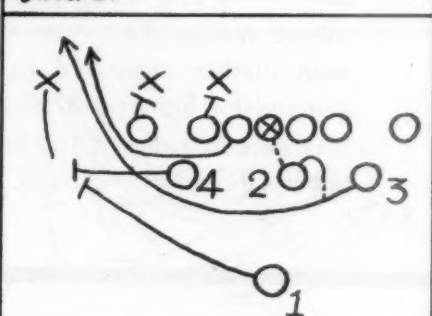
In Diagram 62 is shown a Minnesota short kick formation with No. 1 about six and one-half yards back. The play is a short end run to the weak side. No. 4 helps the end turn the defensive right tackle in. Backs



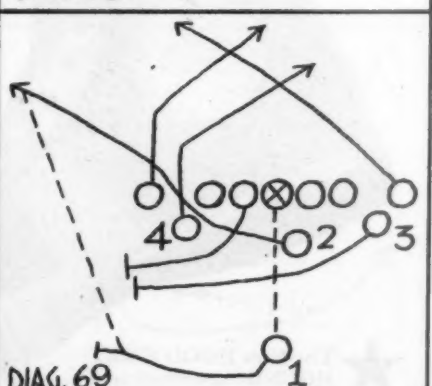
DIAG. 66



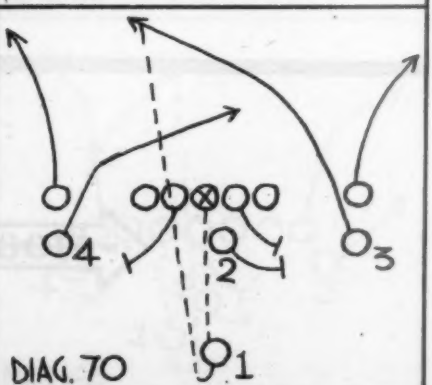
DIAG. 67



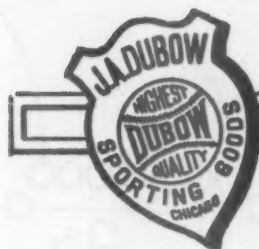
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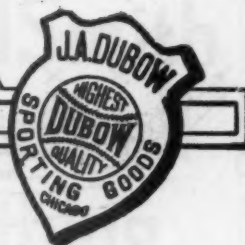
DIAG. 69



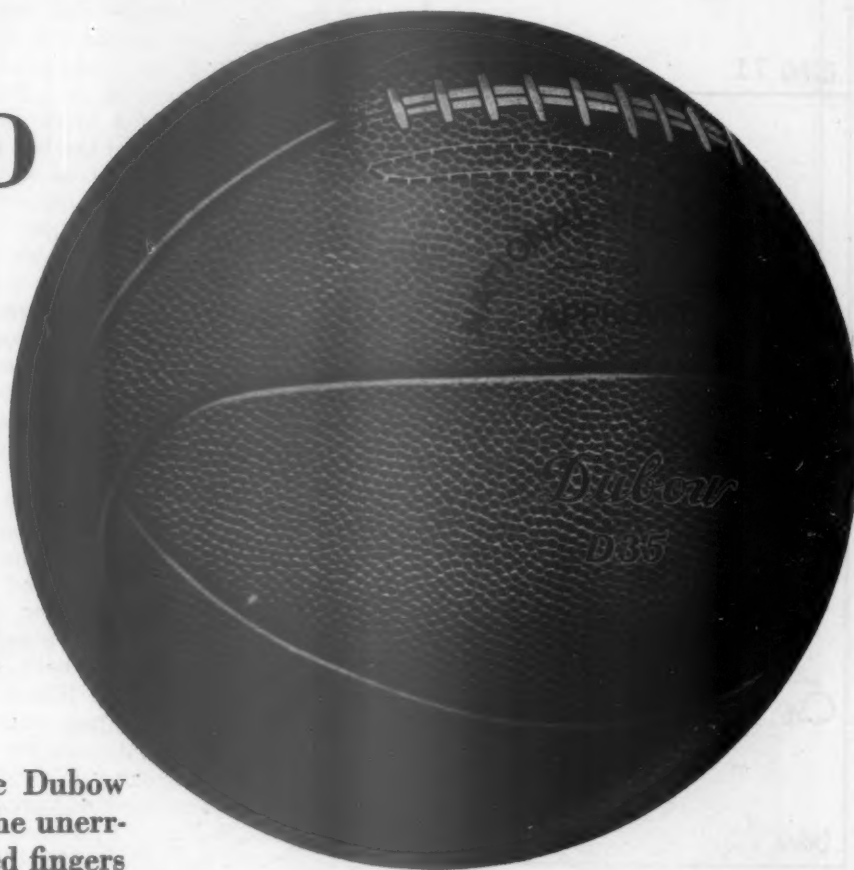
DIAG. 70



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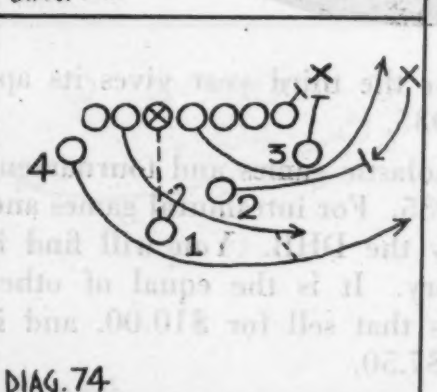
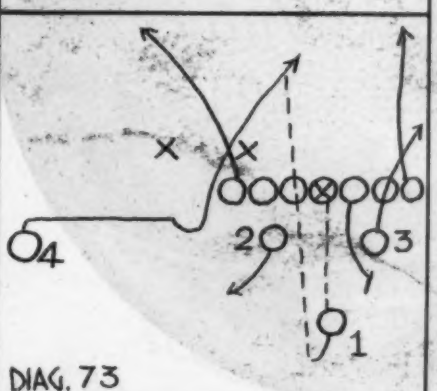
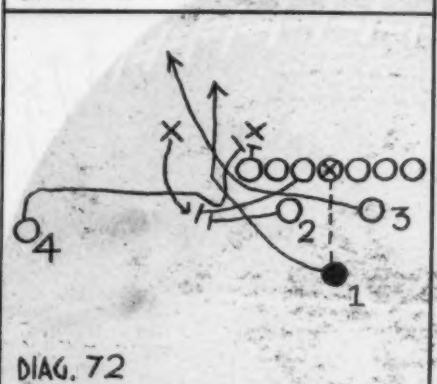
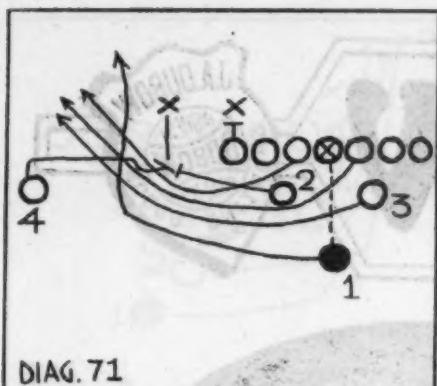
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2 and 3 come across and take the defensive end out. The strong side guard leads the interference. No. 1 takes the ball for a short end run inside the defensive end on the weak side.

Diagram 63 shows the Minnesota fundamental formation with the Z backfield formation on the right. The play is a forward pass from No. 1 to the No. 3 back, who has gone beyond the line of scrimmage and cut well across to his left behind the line of scrimmage. Both the right end and the left end go down deep and to their right. Backs 2 and 4 block for the passer on the right, and the left guard drops back and protects on the left. The passer is about five yards back when he receives the ball, but drops back a little farther and to his right before making the pass.

A University of Illinois formation is shown in Diagram 64. It consists of balanced line, ends split away at least three yards, quarterback behind center, left half and fullback parallel and about four yards back of the line, right halfback out wide to the right just inside his end and one yard back.

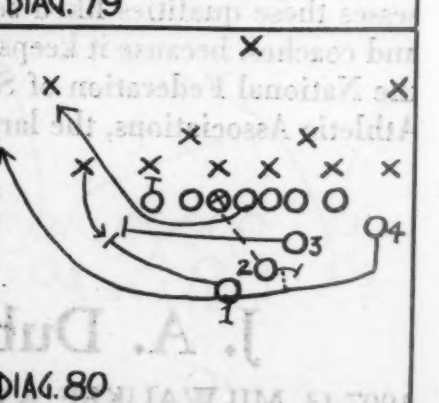
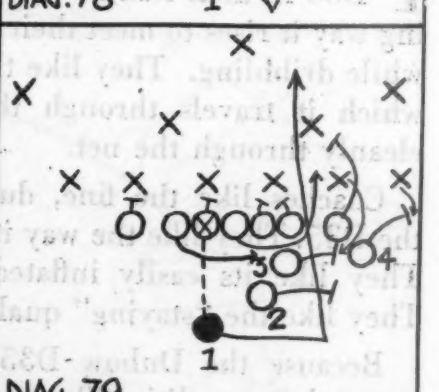
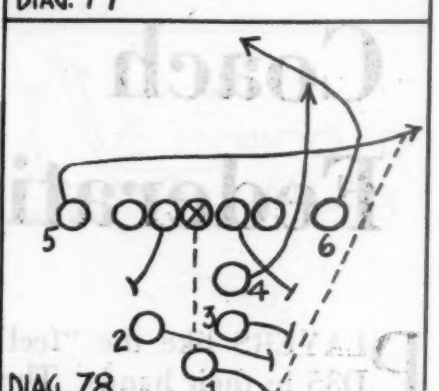
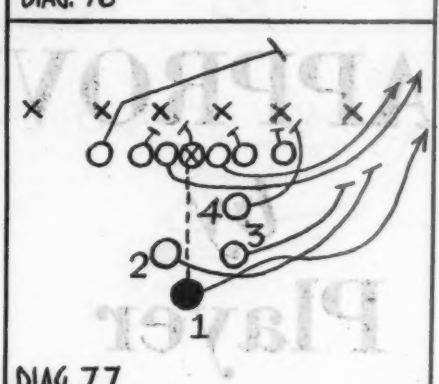
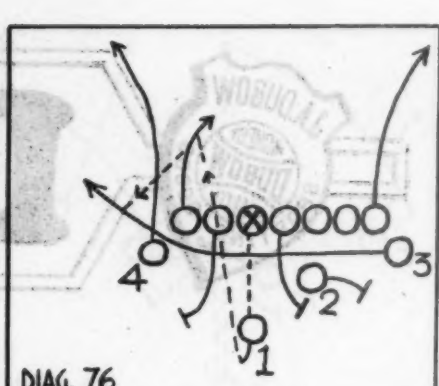
In this play the right halfback, or the No. 3 back, starts in motion wide to his left. The ball is passed from center to the quarterback, or No. 4 back, who makes a lateral pass from his position to the No. 3 back.

In Diagram 65 is an Illinois kick formation, balanced line, ends out about six yards; No. 3 splits the opening between the strong side tackle and end about one and one-half yards back of scrimmage. No. 2 is about two yards directly back of the right guard. No. 4 is just outside his own offensive tackle and about one and one-half yards back. The kicker is nine yards back.

The play (Diagram 65) shows a triple pass which goes from No. 1 to the left end, and from the left end to No. 3, who swings deep and outside to his left. No. 1 back receives the ball from center, starts diagonally to his left toward the line of scrimmage and gives the ball to the left end, who swings back deep and gives the ball to the No. 3 back. No. 4 works on the defensive right tackle. No. 2 takes the defensive end. The guards swing out and lead the interference.

Diagram 66 shows the Illinois kick formation, with a forward pass from No. 1 to the right end, who has cut in about fifteen to eighteen yards back of the line of scrimmage over center. No. 3 goes flat to the right. The left end goes down deep. No. 4 hooks out to the left. The guards come back deep and protect. No. 2 also protects. The passer is stationary.

Diagram 67 shows the University





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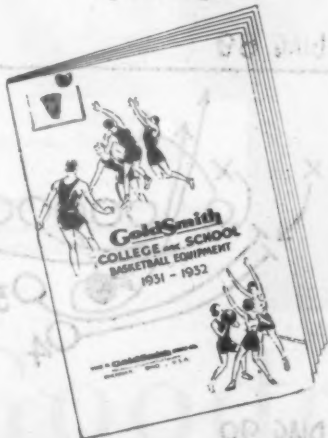
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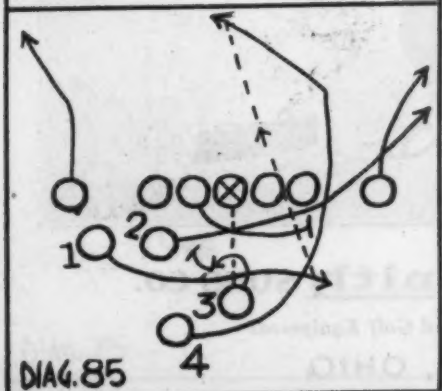
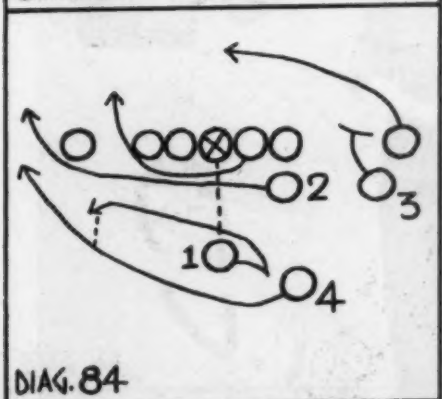
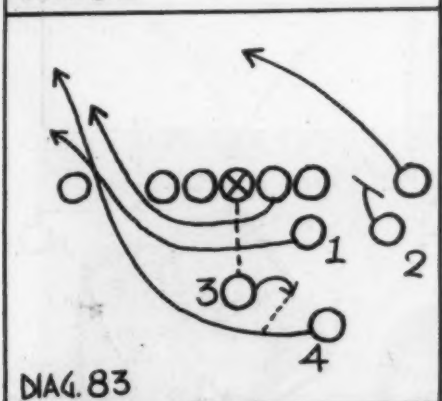
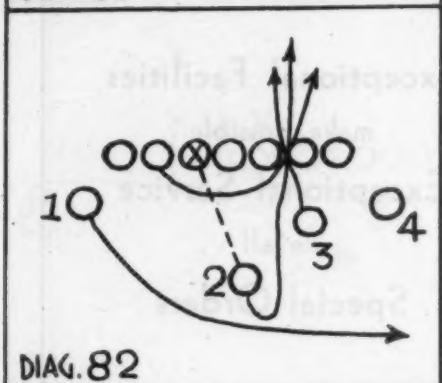
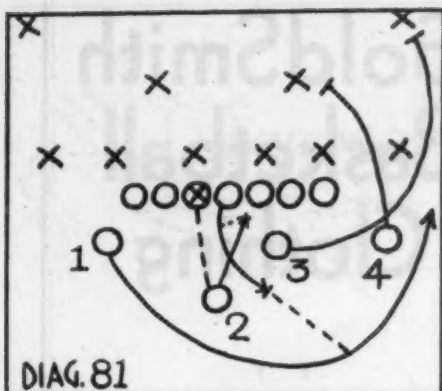


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of Michigan formation, balanced line, ends slightly split away, and a Z formation of backs on the right. No. 1 is five to six yards back of center. The play shown from this formation is an end run outside to the right. The No. 3 back helps on the defensive tackle; the right guard and the No. 4 back take the defensive end; the left guard comes out to the right as an interferer. The ball is passed from center to the No. 1 back, with the No. 2 back leading the play outside.

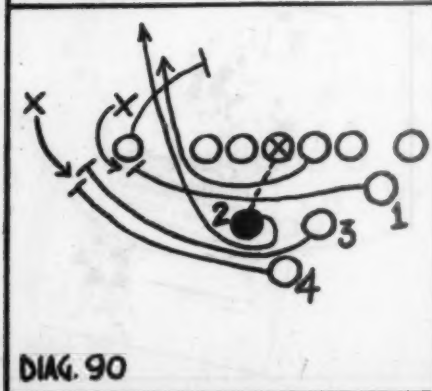
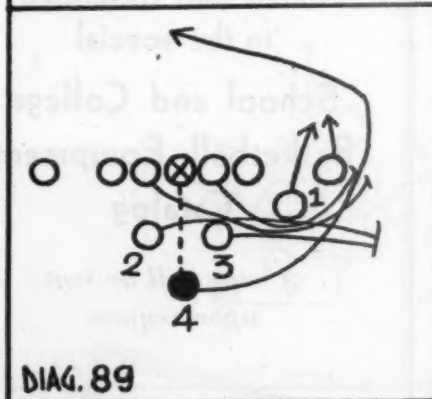
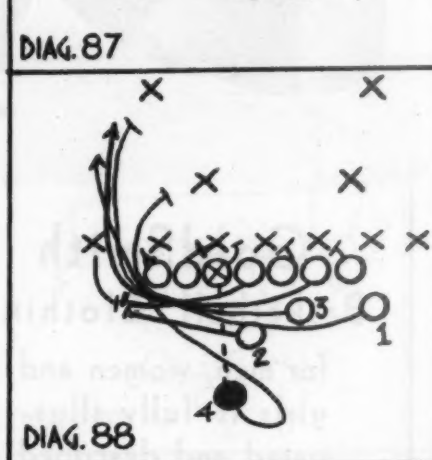
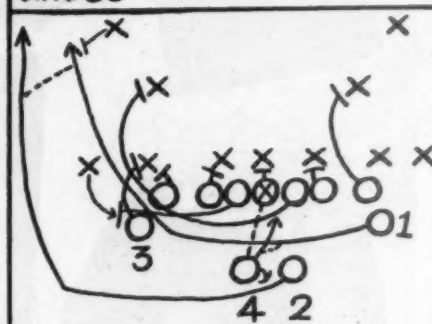
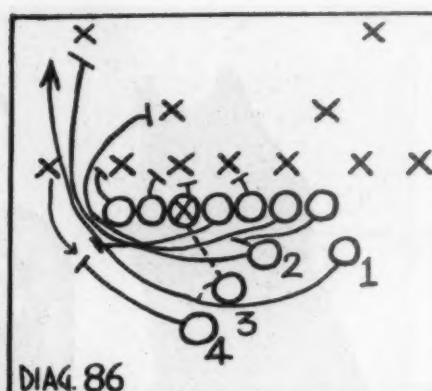
Diagram 68 shows a Michigan short kick formation, balanced line, ends slightly split away, backs 2, 3 and 4 one yard back of the line and parallel to the line of scrimmage. The No. 3 and No. 4 backs split the openings between their ends and tackles. No. 2 back is one yard back of the right guard. No. 1 back is about six or seven yards back.

In this play (Diagram 68) the ball is snapped to the No. 2 back, who pivots to his right and gives the ball to the No. 3 back for a slide-off play just outside the defensive right tackle. The No. 4 back and the No. 1 back take the defensive end out. The left guard swings out close on the defensive right tackle and leads the play.

In Diagram 69 is shown the Michigan short kick formation and a forward pass to No. 2, who has gone down and out deep to his left. On this pass the left end and No. 4 start straight down the field and cut to their right. The right end goes down and across deep to his left. No. 1 drops back as he receives the ball from center and starts a short run to his left. The left guard and No. 3 come across and protect for No. 1.

Diagram 70 shows a Michigan special pass formation, balanced line, ends out about eight yards from the tackles, No. 3 and No. 4 backs taking positions one yard back of their respective ends. The passer is ten yards back. On this pass the right end goes diagonally to his right deep. The left end goes straight down deep and hooks to the left. The No. 4 back hooks in short behind the defensive line. The No. 3 back goes down deep over center. The pass is optional, but in this case is made to the No. 3 back. The guards and the No. 2 back protect for the passer as indicated.

Diagram 71 shows a University of Chicago fundamental formation with a flanker out to the left, balanced line, ends close, diamond formation of backs, the No. 1 back about five yards back. The play shows a short end run outside the defensive right end. In this play the flanker, who is out wide on the left, comes directly in toward the line of scrimmage, hooks back for the ball to be snapped, and then drives





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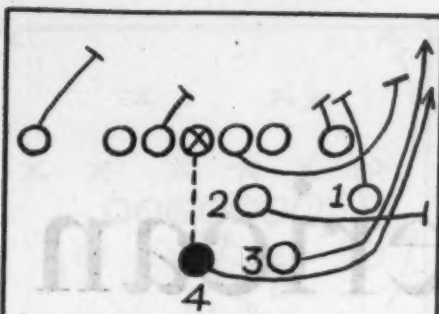
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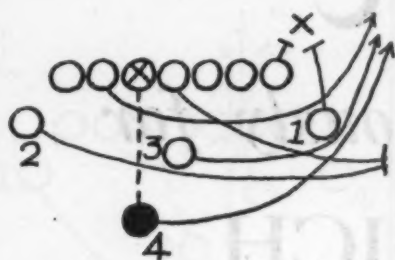
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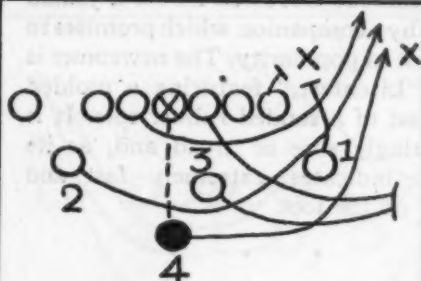




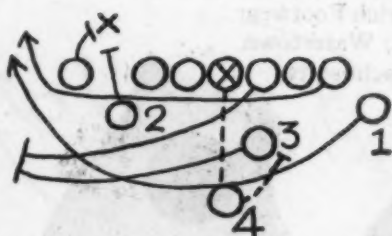
DIAG. 91



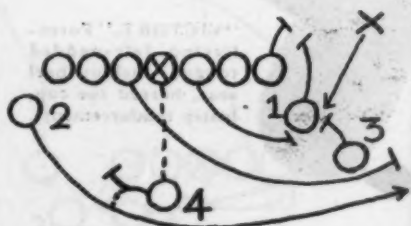
DIAG. 92



DIAG. 93



DIAG. 94



DIAG. 95

in on the defensive end. The No. 2 back also helps pinch the defensive end. The guards and the No. 3 back swing deep to the left to lead interference for the No. 1 back.

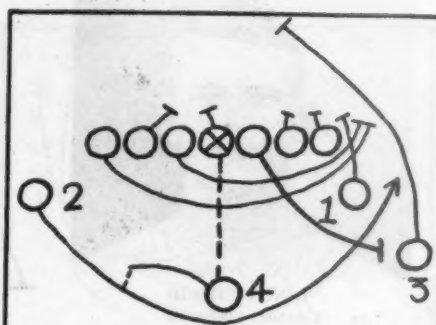
Diagram 72 shows a Chicago formation with a flanker out on the left. In this play the flanker comes in toward the line of scrimmage, hooks back for the ball to be snapped, then drives in on the defensive right tackle. The left guard and the No. 2 back take the defensive end out. The No. 3 back leads the play just outside the defensive right tackle. No. 1 receives the ball from center and goes for an off-tackle play inside the defensive end.

Diagram 73 shows a forward pass from the Chicago formation, with a flanker out wide to the left. On this play the flanker comes straight in toward the line of scrimmage, hooks back for the ball to be snapped, then cuts through the opening between the defensive right end and the defensive right tackle. The right end goes straight down deep. The No. 3 back goes flat to the right. The left end goes down and to his left. The pass is made from the No. 1 back to the flanker, who has cut in behind the line of scrimmage. The No. 2 back and the right guard drop back and protect for the passer. The passer receives the ball from center, slides back a step or two and makes the pass as indicated.

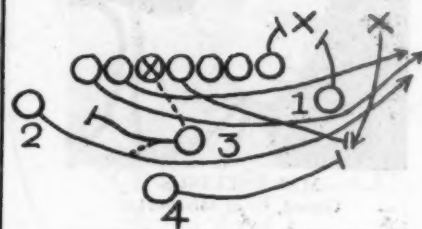
Diagram 74 shows the Northwestern University fundamental formation, unbalanced line, ends tight, the wing-backs one yard back and just a little out from their respective ends. The No. 2 back is about two yards back of the second man on the strong side of center. The No. 1 back is about three and one-half yards back of center.

The play in Diagram 74 shows the ball snapped from center to the No. 1 back, who starts in toward the line of scrimmage for a line plunge, but pivots to his left and gives the ball to the left guard. The left guard swings to his right and makes a lateral pass to the No. 4 back, who has drifted back and wide to the right. The No. 2 back takes the end, and the strong side guard goes out to the right for interference.

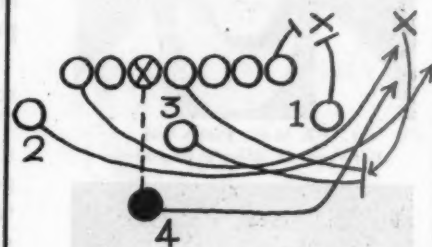
Diagram 75 shows the Northwestern formation with the ball snapped to the No. 1 back, who takes a step to his left, then drives straight ahead through the weak side of the line with the No. 2 back leading him. The left guard and the center take the



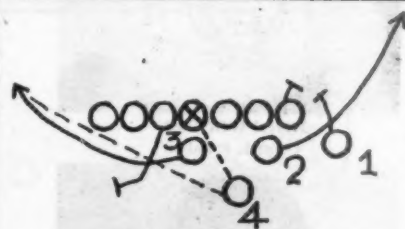
DIAG. 96



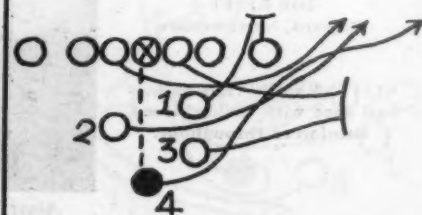
DIAG. 97



DIAG. 98



DIAG. 99



DIAG. 100

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defensive right guard in. The left end and the No. 4 back take the defensive tackle out. The strong side tackle goes through for the secondary, and the No. 3 back blocks the opening. This has proved to be a strong play.

Diagram 76 shows a completed forward pass from the Northwestern formation, and this pass is then followed up by a lateral. The ball is snapped back to the No. 1 back. The No. 4 back goes straight down the field to draw the secondary back. The right end goes down deep. The left end goes down short and receives the forward pass from the No. 1 back. The No. 3 back comes back across behind his own line of scrimmage and receives the lateral from the left end as indicated. This is a new development of the forward lateral.

The Indiana University team this year, coached by E. C. Hayes, has an end run from a close punt formation as shown in Diagram 77. No. 2 and No. 3 backs swing wide to the right and take the end. No. 1, the ball carrier, takes the ball on the run from center and runs wide around the end. No. 4 and the right end block the tackle in, and the left end cuts across for the fullback. The guards lead the interference.

Diagram 78 is an Indiana forward pass from a punt formation. The two guards come back to protect the passer, and 2 and 3 move to the right, giving him further protection. The left end, No. 5, who crosses over, usually receives the pass, although 4 or 6 (the right end), who go down as indicated, may get the ball if they are uncovered.

Burt Ingwersen's University of Iowa team this year is using the single wing-back formation. Diagram 79 shows an Iowa off-tackle cut-back play. Both guards come out of the line; backs 2 and 3 block the tackle who has charged across the line, and 4 blocks the end out. The play is designed to go inside the tackle.

Diagram 80 is an Iowa reverse in which 4 is in motion backward when the ball is snapped from center. No. 2 gets the ball from center, passes to 4 and then blocks. No. 1 and No. 3 form interference to the left. The right guard comes out of the line as indicated.

The University of Wisconsin uses the lateral pass play shown in Diagram 81. No. 2 gets the ball from center and drives into the line, passing the ball to his right guard as he does so. The right guard comes back and passes laterally to the left wing-back, No. 1, running to the right. No.

3 and No. 4 go down for the secondary.

Diagram 82 shows a Wisconsin spinner. No. 2 spins and fakes to No. 1 wing-back coming across from the left. No. 2 then drives in over his tackle with No. 3 and his left guard ahead of him.

Heartley Anderson, head coach of the University of Notre Dame, has an impressive team, the members of which have mastered the fundamentals of football. He is using a

balanced line with the ends both in and out and the usual backfield shift. One of the secrets of Notre Dame's success is the ability of individual blockers to handle their men unassisted, thus permitting the interferers to devote their attention to the men in the secondary and tertiary lines of defense.

Diagram 83 shows a Notre Dame double pass going off tackle to the weak side. No. 3 passes back to No. 4. The play in Diagram 84 is a Notre Dame lateral pass going to the weak side. No. 1 passes backward to No. 4.

Diagram 85 shows a Notre Dame double pass. No. 3 passes to No. 1, who runs to the right and in turn forward passes to No. 4.

#### THE EASTERN SECTION

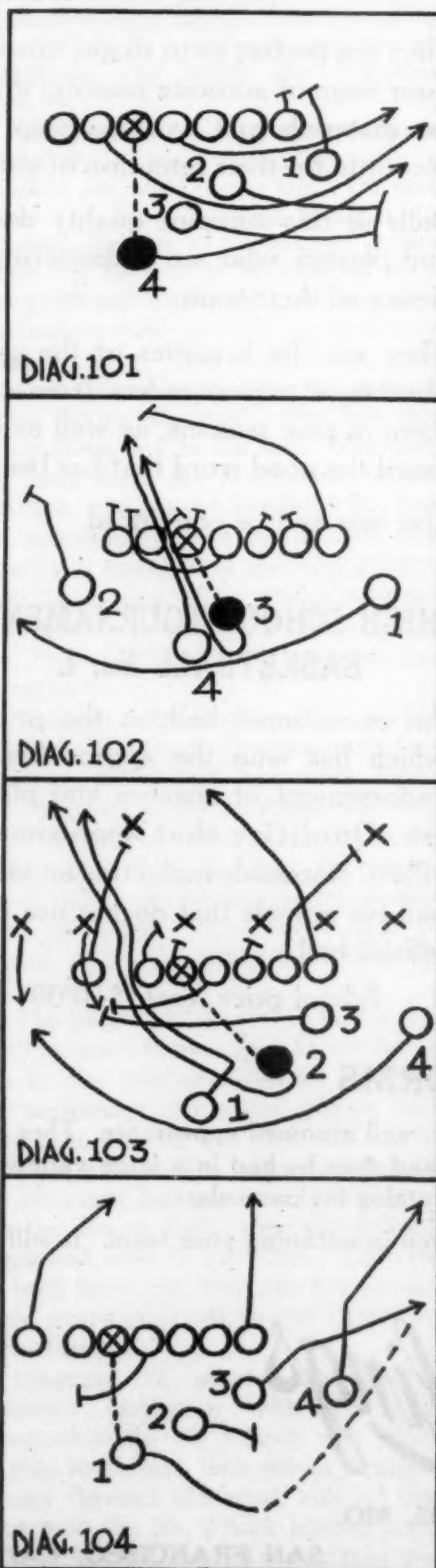
Duke University uses the formation and play shown in Diagram 86. This is a simple reverse whose success is based on deception and excellent blocking. No. 4 back and the first guard take out the defensive right end. The second guard and No. 2 back lead the play. No. 3 back spins and gives the ball to No. 1 back, who reverses through the hole between the weak side tackle and the end. The offensive right end pulls back of the line of scrimmage and blocks any opponent coming through the line. This is a sequence play worked off of a fake spinner.

A Temple University lateral pass down the field is illustrated in Diagram 87. The success of this play depends on the No. 1 back holding on to the ball until he is tackled by the defensive back. No. 4 back fakes giving the ball to No. 2 back, the former running into the line while the latter runs wide to the left. As No. 4 back goes into the line he gives the ball to the right wing-back, No. 1, who runs off tackle to the left down the field until he is tackled by the defensive back; then he passes the ball laterally to No. 2 back on his outside. Both guards pull out, the first taking the end, the second leading the play.

Diagram 88 is of a Boston College fake pass play resulting in a smash to the weak side. As a result of delay, all the men indicated can get in front of the play. It works especially well against a shifted defense.

Harvard University this year under the coaching of Casey favors a balanced line. Diagram 89 illustrates a Harvard formation and an end run from that formation. Both guards come back in the interference and No. 4 carries the ball inside end.

Diagram 90 shows a fake pass and spinner play of Harvard's. No. 2 fakes





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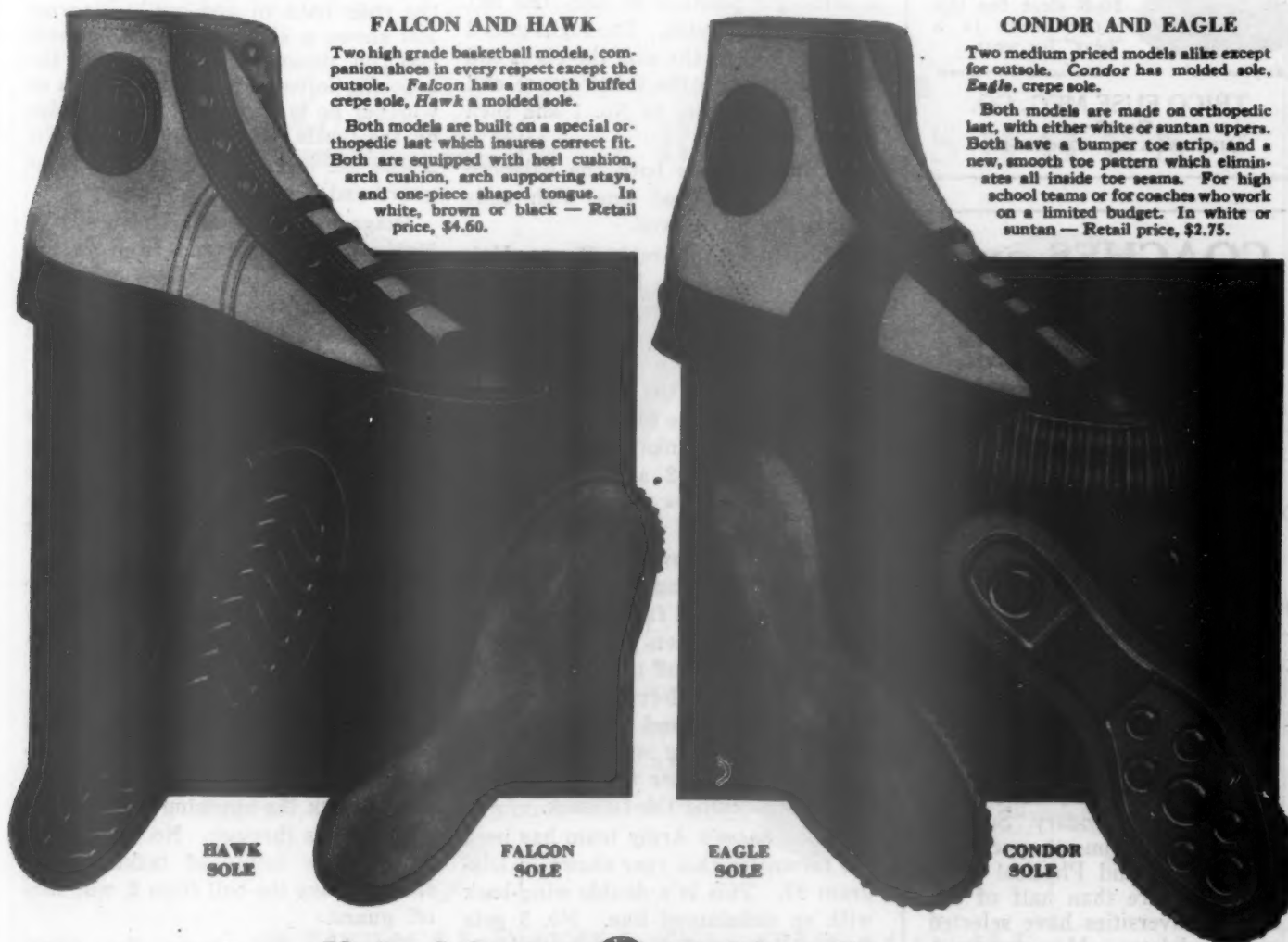
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to give the ball to No. 3, but keeps it and hits off tackle preceded by the right guard and No. 1.

Dr. Mal Stevens, head coach of Yale, has used the balanced line as indicated in Diagram 91. In the end run shown in this diagram, No. 4, the ball carrier, follows 3 around end. No. 2 blocks the end and 1 helps on the tackle.

A Columbia University formation and play are shown in Diagram 92. This play is from an unbalanced line and is designed to place two men on the opposing tackle, two on the end and put two into the interference as indicated.

Diagram 93 shows a Dartmouth formation with a balanced line. In this play No. 4 carries the ball. The right guard and No. 3 block the end. No. 1 helps on the tackle, and No. 2 and the left guard lead the interference.

A Dartmouth play on the weak side is shown in Diagram 94. No. 2 is in a strategic position to help the left end, who plays wide. The right guard and No. 3 block the end, the right end comes around in the interference and No. 4 criss-crosses to No. 1 and then blocks.

Dartmouth uses both the balanced and the unbalanced line with ends split and tight, as well.

"Tuss" McLaughrey's Brown University team has an interesting play, as shown in Diagram 95. This is from a double-wing-back formation with a balanced line and a third wing-back wide enough on the strong side to flank the end. The first wing-back on the strong side flanks the tackle. No. 4 passes to No. 2, and then blocks, while No. 2 follows the guard around end.

Diagram 96 shows a short run off tackle that is being used by Brown. No. 4 gets the ball from center, starts to the left and then passes to No. 2, who cuts in short off tackle. Both the left end and the left guard get into the interference, and the right guard blocks the opposing left end out. No. 3 cuts across, either assisting on the tackle or blocking the fullback.

Major Sasse's Army team has used the formation this year shown in Diagram 97. This is a double wing-back with an unbalanced line. No. 3 gets the ball from center, spins to the left, passes to 2 and then blocks. No. 2 sweeps to the right following the interference made by the left end and the left guard. The right guard and 4 block the opposing end, and the

right wing-back, No. 1, helps the right end on the tackle.

Holy Cross this year has used an unbalanced line as shown in Diagram 98, which also shows an end run from the double wing-back formation. The right guard and 3 block the end. The left end and 2 run interference. No. 4 starts to the right and cuts back over tackle.

Diagram 99 shows a Fordham University formation behind a balanced line. The team shifts into this formation from the basic formation which is the old T formation in which sometimes the quarter gets the ball and tosses it back to the right halfback for a quick drive through guard with no interference. This is a play that in the old days was called a direct butt. The play shown in Diagram 99 may be either a run or a pass. When a forward pass is called for, No. 3 and No. 2 run to the sides for a quick pass.

The University of New Hampshire has been using a balanced line with the ends both in and out. Diagram 100 shows a slant off tackle or wide run run, depending upon whether the opposing left end turns the play in or whether he is turned in. No. 1 helps on the tackle, the left guard and No. 2 lead the interference and the right guard and No. 3 take the end out.

Diagram 101 shows a University of Maine play around end from an unbalanced line. Two guards come out for the interference. No. 2 and No. 3 take the end out, and No. 1 and the right end block the opposing tackle.

Diagram 102 is another Maine play in which 3 gets the ball from center and fakes to give it to 1 for a run to the left but instead drives for center with two men taking the opposing center; the right guard and the left end taking the tackle out.

Dr. Jock Sutherland's Pittsburgh Panthers have been very successful this year using the formations which follow. Diagram 103 shows an unbalanced line with a single wing-back and a tandem formation in the backfield. The left end plays loose and the right end tight. No. 3 and the right guard block the opposing right tackle who charges through. No. 1 leads the interference inside of tackle and 4 fakes to take the ball from 2, who hits off guard.

Diagram 104 shows the Pittsburgh pass to 3 in the flat zone. No. 4 goes down and to the side, and the two ends go straight past the secondary. The right guard protects on one side and 2 protects on the other.

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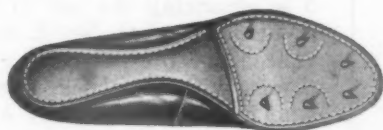


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# Delayed Offense in Indiana High Schools

By EVERETT CASE  
ANDERSON, INDIANA, HIGH SCHOOL

THE delayed offense or stall is being used by a great number of Indiana high school quintets, and Hoosier fans are accepting this style of game providing action results. The fans want action, and that is what they pay to see. The stalling offensive team is generally very unpopular because the fans fail to take into consideration that the defense may be stalling by massing under the opposite basket. If the defense is allowed to stall, then why not the offense?

The defense is at fault in a great number of the slow, uninteresting stalling games. The defensive team can always force action if it desires. No subject in basketball has aroused more attention than the so-called stall.

Since the delayed offensive or back-court game has become more popular, many of the teams have adopted this style. It is no unusual sight to see delayed tactics in the first part of the contest providing the delaying team has the lead. The popularity of this type of basketball depends on the defensive team. If the players fail to rush the offensive team, the game then develops into a waiting, watching, unpopular contest.

The majority of the defensive teams in Indiana, however, will not rush the delaying team early in the game but generally wait until the latter part of the contest before going out and covering man for man.

The man-to-man defense is the only

type of defense which can break up the stalling game. The men must be coached on individual defense and cleverness. In this type, the game is played over the entire court.

There is very little sympathy, however, in the Hoosier state for the coach and team, who, knowing they are in for a trimming, hold the ball in the backcourt and, even when pressed by the defense, make no effort to score.

There have been but few games of this type.

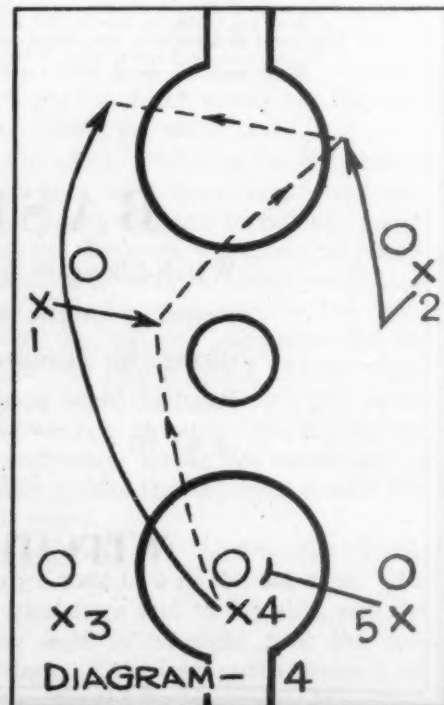
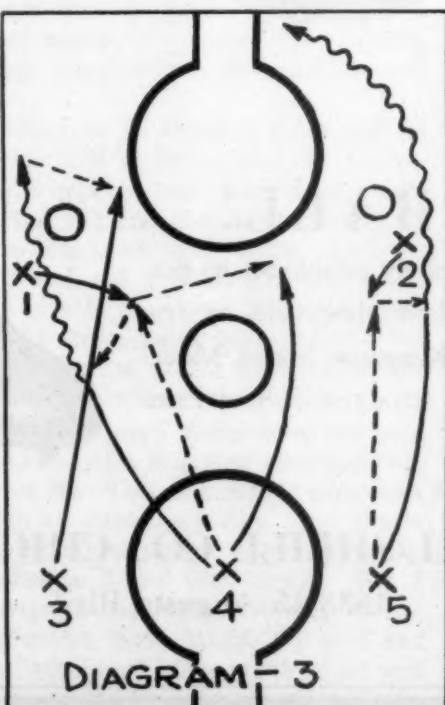
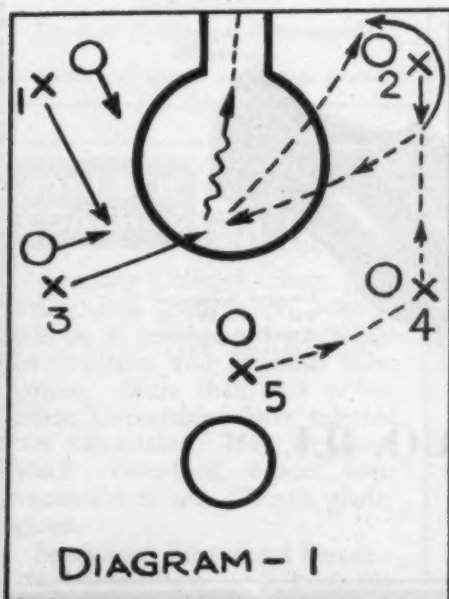
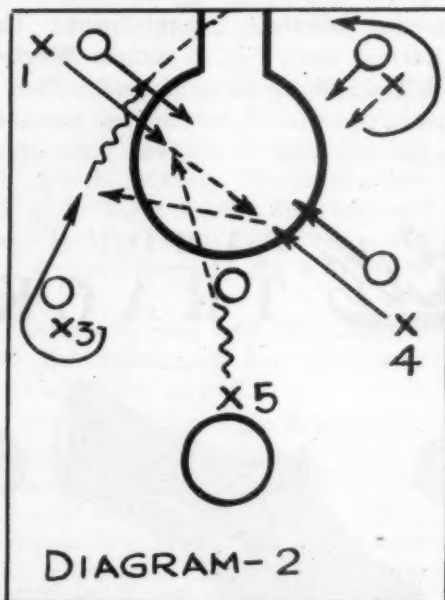
Frankfort inaugurated the slow deliberate type several years ago, and, since that time, the majority of the leading quintets have taken up this style. Muncie, Martinsville, Logansport and Washington all have delayed formations.

Stalling with the ball in the closing minutes of a game when the team has a lead is legitimate basketball and strategy. It takes a well coached and clever team to stall or hold the ball. There are several methods in the delayed game: 1. Delaying for time. 2. Delaying to score. In the first, the team with a small lead is keeping possession, waiting for the final gun; in the latter, the team may have a substantial lead, and is endeavoring to pull out the opposite defense, then by a series of well planned plays to get under for set-up shots.

In Diagram 1, the offense is shown with two men in and three out. No. 5 is advancing the ball to No. 4, who in turn passes to No. 2, who has advanced out for the pass. No. 2 then passes with a bounce pass to No. 3, who has broken free by a fast start or by a block by No. 1.

In Diagram 2, No. 5 is again ad-

(Continued on page 43)



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# Methods of Teaching Psychological Skills in Football

(Continued from page 6)

can be taught to charge, block, run, pass, straight-arm, etc. Thus his men learn that there is a certain "way in which" one should execute these and other mechanical fundamentals. Practice sessions are then devoted to concentrated rehearsals of these "ways in which" the fundamentals may best be executed. First, last and always the emphasis is upon form, mechanical advantage, style and other external aspects of human skill.

b. *Psychological Fundamentals.* The "psychological fundamental" does not concern itself with any one particular mechanical segment of the game or with the external aspects of skill. On the contrary, it is concerned with actual playing units of the game itself and with what we may call the "subjective" aspects of skill. Let us illustrate these assertions by citing but one incident in the training process of the forward pass receiver. The receiver may become expert in the catching of a forward pass during practice drills when there is no defensive lineman to hamper his start or to hurry the passer, or no defensive backs who are equally determined to intercept or knock down the forward pass. Under such a condition it is not unusual that the receiver becomes highly efficient. The criterion in evaluating the efficiency of the pass receiver, however, is whether or not he is skilled in catching the forward pass under actual game conditions and not under restricted practice conditions alone. It becomes obvious that the pass receiver must gain skill in learning to catch forward passes under practice conditions which resemble, either very closely or actually, the conditions under which the game is played. Thus we may say that it is only when these psychological rather than mechanical units are practiced that skill is gained in playing the game.

c. *Illustrations from Football.* Let us further illustrate this difference between two types of fundamentals by indicating what we may consider to be mechanical and what psychological in two important football skills.

In tackling, for example, the player is instructed to run hard and low, with his arms outstretched and his eye on the spot, about four inches above the knee, which he wishes to hit. He must instantly, upon the contact of the shoulder with the ball carrier's thigh, encircle his arms about the legs and keep digging. He is also reminded

not to release his grip too quickly, but rather to pinch the legs of the ball carrier together even after he has been thrown to the ground. He must learn to hit with either shoulder. Furthermore, he is instructed to run forward into his opponent and not to wait for his prey.

In order to develop good form in the technique of tackling, the coach often devises tackling dummies and other elaborate pieces of apparatus that cannot be injured. It is true that correct habits in the fundamental movements may be formed in such types of practice. They prove helpful also in the development of strong muscles in the neck and shoulders, especially. But practice of this kind does not create the ideal tackler. The psychological aspect of tackling has to do with a man's manner of thinking as he tackles. The tackling dummy is never planning to reverse the field, sidestep, straight-arm, twist, dodge or change its pace. The well-coached ball carrier, however, is apt to carry out any one of these maneuvers. The outcome of any particular tackle is dependent, therefore, not only upon the mechanical aspects of tackling, but upon the mental alertness of the tackler in outwitting or outguessing the intentions of the ball carrier. This is particularly true of open field tackling. Behind the outstretched arms and the hard-running, crouched form of the tackler there should be, therefore, an alert mind where attention may be directed upon objects different from those at which the tackler is directly looking. One of the much stressed points in tackling concerns itself with the focusing of the tackler's attention on the spot just above the knee and with allowing the eyes never to be closed.

But this in itself is insufficient. The attention should also be fixed upon the field of play, upon the possible course of action open to the runner and upon the thought, "What would I do if I were carrying the ball?" There should never be in a man's mind that thought, "If I miss him, he is gone." There should always be the thoughts, "What is he going to do?" "How quickly can he change direction?" "What is he looking at?" "What is there about his position or the direction of his movement which gives away his intentions?"

It is obvious that none of these

mental things can be learned while charging into a tackling dummy. They must be learned under conditions that resemble as closely as possible game conditions. It is worth while, therefore, actually to provide tackling exercises in practice that will lead to the development of skills that will be useful in the game itself. Initial drills must necessarily be directed against more or less stationary objects, such as the tackling dummy or a player whose movements are restricted. But to bring about further progress, practice must then be directed against the hard-running, twisting, elusive ball carrier in particular game segments. There is no mechanical arrangement that can rise to the level of the thinking, scheming, onrushing ball carrier.

In offensive line charging, a similar condition holds true. The lineman is told to assume a stance that will make possible a quick, determined, low charge into the defensive lineman. To insure that the "mechanics" of his position will be in good form, he is instructed first to step into position with his feet comfortably spread, then squat and finally to place one hand on the ground. His weight must not be allowed to rest forward on his hand nor be allowed to rest entirely over his heels. He is also instructed to look straight ahead but to focus his attention on the ball so that he will be able to charge instantly with its movement. He is further taught to charge low with short, choppy, driving steps, to keep his hands in close to his body and to hurl his weight directly and with full force into his opponent.

Thus he is asked to line up in a "way in which" he can best attack his opponent, to focus his attention on the ball and then effectively to charge into his opponent. But good blocking calls for other important considerations. It is not sufficient to become automatic in these mechanical fundamentals. That in itself will be futile unless the lineman learns to think as he acts, and here we are again face to face with the psychological aspect of his movements. Thoughts similar to the following must necessarily flash through his mind: "How can I best block him out on this play?" "Will he drive into me this time, or slip to the outside?" "Has he still other intentions?" "This play depends upon

<sup>2</sup>Zupke, Robert C. *Coaching Football*. Champaign: Bailey & Himes Company, 1930. Pp. 46-55.

<sup>3</sup>Zupke, Robert C. *Coaching Football*. Champaign: Bailey & Himes Company, 1930. Pp. 59-65.

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my blocking. Will my team mate aid me?" "Will the ball carrier pick the correct opening?" "Where will I find that defensive back?" All this becomes even more confusing when we bear in mind that at the instant of the snapping of the ball (unless a charging signal is used) the lineman is required to focus his major attention upon the ball, and not upon his opponent.

Too often the lineman is not given sufficient drill during practice sessions in such a particular game segment; hence, his game skills are not properly developed by practice in the more artificial fundamentals which we have called mechanical fundamentals.

### Statement of Problem

The main problem of this study is now clear. We must distinguish not only what are meant by mechanical and psychological skills in football, but discuss also the methods of teaching that occur in the actual coaching and development of a football squad. We know that pedagogical methods may be effectively applied in the teaching of mechanical fundamentals, for these fundamentals are usually precise forms of body skill. Do they also apply to the effective teaching of psychological skills? If so, in what respect? If pedagogical methods may not be effectively applied in the teaching of mechanical fundamentals, what types of instruction may be properly employed? An effort will be made to seek a fairly conclusive answer to each of the foregoing questions.

## Mechanical Skills

WE have previously mentioned the fact that a "mechanical fundamental" represents some artificial segment of the game of football which appears to be pertinent to the playing of the game and which is usually practiced as if it were, in itself, a genuine segment of the game. It concerns itself chiefly with the mechanics of athletic skill, positions of members of the body and the mechanical phases of muscular co-ordination. It concerns itself also with the tactical aspects of the game. In this task of raising the mechanical skill of a squad to its highest level the coach must first determine the "ways in which" the player can best execute each of the various game fundamentals. To accomplish this end, the coach must make a list of the essential mechanical skills of which the game is comprised, and, secondly, instruct the player as to how he can most advantageously execute each skill required of his position.

## List of Mechanical Skills

We turn our attention immediately to a list of the mechanical fundamentals as they have been determined by practical coaching on the field. These fundamentals are (1) stance, both for offense and defense, (2) watching the ball, (3) start, (4) charge and run, (5) catching and carrying the ball, (6) tackling, (7) blocking, (8) following interference and (9) falling on the ball. Each player on the squad, irrespective of his position, should possess as high a level of skill as possible in executing the foregoing fundamentals.

It is pertinent at this juncture to give a brief description of each of the above-mentioned fundamentals.

**Stance.** By a proper stance we mean the placement of the body and its various members in an initial starting position that will prove most helpful to the successful execution of the skill to be attempted. Variations exist in the offensive or defensive stance of the lineman, chiefly because of restrictions by rule.<sup>1</sup>

**Watching the ball.** In order to react quickly and decisively, it is important that each player, regardless of his position and of whether or not he is on offense or defense, acquires skill in focusing his attention upon the movement of the ball at the start and throughout each play. For example, a defensive lineman who is slow in reacting to the snapping of the ball by the opposing center will be at a disadvantage against an opposing lineman who charges instantly with the snap of the ball. To prevent misjudging the flight of a kicked or thrown ball, the back must also concentrate with hawk-like intentness upon the ball. We are familiar with the admonition to "Keep your eye on the ball," as we set about to learn or play any ball game. It is one of the most difficult of all fundamentals to acquire.<sup>2</sup>

**Start.** The transition of the starting stance into the action stance represents the change from a rest to a moving position of the body. We speak of a fast start of the lineman or back as a necessary and most vital fundamental movement.<sup>3</sup>

**Charge and run.** By charging we mean to depict the initial movement in the action stance of the body. The coach instructs the lineman to charge hard and low across the scrimmage line and directly into his opponent, while the ball carrier is continually

reminded to start quickly and run hard and elusively.<sup>4</sup>

**Catching and carrying the ball.** The ability properly to catch and carry a football is obviously a vastly important fundamental skill, inasmuch as its main purpose from the viewpoint of the offense is to advance and retain possession of the ball. The player is taught how most advantageously to employ his arms and body in accomplishing these acts.<sup>5</sup>

**Tackling.** By tackling we mean the grasping of a ball carrier in such a manner as to prevent further advancement down the field. The manifold skills combined in tackling render it one of the most important fundamentals of the game.<sup>6</sup>

**Blocking.** The employment of the body in such a manner as to hamper the movement of an opponent without grasping his body is termed blocking or interfering.<sup>7</sup>

**Following interference.** The ability of the ball carrier to follow closely behind, and otherwise effectively make use of, his interference is termed following interference.<sup>8</sup>

**Falling on the ball.** The player is instructed in the art of throwing his body upon the ground beside the ball so as to enclose the ball in a pocket formed by his thighs, stomach and legs.

In addition to the aforementioned fundamentals, there are certain other fundamentals of especial import to each of the various playing divisions in the game of football. The defensive lineman, for example, must learn to employ his hands effectively in warding off opposing blockers. On offense, the lineman must develop skill in blocking defensive backs, in following the ball, in protecting the forward passer and in running a specialized type of interference.<sup>9</sup>

The back on offense must also seek ways and means to develop a powerful, deceptive run. In so doing he must become proficient in executing the twist, sidestep and change of pace, in reversing direction and in employing the straight-arm. On defense the back must be able to defend successfully against the forward pass, avoid being knocked down by an interferer and react quickly to unexpected arisings.

The punter must employ a distinctive type of upright stance as he assumes his position in a kick formation. He must acquire skill in holding and properly releasing the ball

<sup>1</sup>Zuppke, Robert C. Coaching Football. Champaign: Bailey & Himes Company, 1930. Pp. 59-66.

<sup>2</sup>Ibid., p. 66.

<sup>3</sup>Ibid., p. 67.

<sup>4</sup>Ibid., p. 67.

<sup>5</sup>Ibid., p. 75.

<sup>6</sup>Ibid., p. 46.

<sup>7</sup>Ibid., p. 62, 79.

<sup>8</sup>Ibid., p. 78.

<sup>9</sup>Ibid., p. 59.

while in the act of punting. His foot-work, leg swing and follow-through action each require a definite type of skill.

The goal kicker, either by placement or dropping the ball, must become more or less automatic in his movements. Furthermore, his timing, accuracy and judgment of distance must be developed to a high degree.

The forward passer, among other things, must develop quickness and skill in handling the ball, accuracy in throwing and alertness in defending if the pass is intercepted.

The receiver of the forward pass must learn to leap high into the air in catching the ball, to time his run and to run hard after he has caught the ball.

Other instances could be mentioned to illustrate that certain specialized skills call for distinctive types of technique.

#### *Methods of Teaching Mechanical Fundamentals*

For each of the previously listed skills there is a way of doing which will result in a mechanical advantage. The learner must be told the exact thing to do in order to acquire proficiency in any given mechanical skill. Let us illustrate by listing the instructions given to the dropkicker by the coach:

"Assume your position ten yards back of the line of scrimmage, with the right foot directly behind the ball. Stand with your feet slightly spread, or the left foot slightly advanced. Your weight should be mostly on the left foot (assuming you are a right-footed kicker) so that it will be possible to step freely with your right foot without shifting the weight too much. Face squarely to the front, arms stretched forward, fingers extended and motionless. Do not signal the center when he should pass the ball. Do not step forward to meet the ball as it approaches from the center. Do your sighting before the ball is snapped. This will enable you to concentrate on the ball.

"Hold the ball with the finger tips, one hand on either side, with the point of the ball downward. Hold the ball as close to the ground as possible, so that the wind will not deflect it from a true course when it is dropped. Hold the ball directly in front of the right leg and release both hands simultaneously. Keep your eyes on the ball until it is kicked. Keep the toe firm. Your leg swing should describe a perpendicular, not a lateral, arc. Develop a crisp follow-through.

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form. Don't try for distance. Always kick from within the 20-yard line."<sup>10</sup>

The economical acquisition of any particular football skill or group of skills becomes an important consideration in the learning process. Because of the limitations of time and physical energy, the process of learning is subject to certain laws and principles and should not be attempted in a hit-or-miss fashion.

The chief aims of experimental investigations of the processes involved in acquiring skill have been two-fold; namely, analytic and economic. By analytic we mean the determination of the mental and bodily processes that constitute a particular type of learning.<sup>11</sup> By economic we seek to find the most advantageous ways of learning, bearing in mind the conditions and the individual. It is not always clear what we mean by economy in the acquiring of skill. In one case it may refer to economy in time; in another, economy in energy. The usual procedure is (1) to determine the manner in which individuals acquire skill, (2) to discover the rate at which they learn and (3) to discover and correct, whenever possible, variations in the rate of learning. If a previously learned movement may be applied unchanged or only slightly modified to a new task, progress will usually be rapid at first and slower afterwards. If it is necessary to reorganize a movement or set of movements, progress is likely to be slow at the beginning and to increase later. In most cases, the learning process is interrupted by a series of plateaus, or times during which there seems to be no progress at all. It appears to be possible to shorten the duration and frequency of the plateaus if the formation of habits of the higher order can be mastered early in the process.<sup>12</sup>

In carrying out the precept that the coach must concern himself with the economical acquisition of game skills, as well as follow certain laws and principles of learning, it becomes obvious that the instructional material must be carefully organized and concisely taught. He must, in addition, carefully plan each practice session and properly integrate it with the weekly and seasonal campaign. He must not only have clearly in mind what he is going to coach, but also be in possession of the ability prop-

<sup>10</sup>Zuppke, Robert C. Coaching Football. Campaign: Bailey & Himes Company, 1930. P. 253.

<sup>11</sup>Pear, T. H. Skill in Work and Play. London: Meuthen & Company, Ltd., 1924. Pp. 27-46.

<sup>12</sup>Pyle, William Henry. The Psychology of Learning. Baltimore: Warwick & York, Inc., 1928. Pp. 1-113.



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OF THE ATHLETIC JOURNAL, published monthly except July and August at Chicago, Ill., for October 1, 1931.

State of Illinois}ss.  
County of Cook}

Before me, a Notary Public, in and for the State and county aforesaid, personally appeared John L. Griffith, who, having been duly sworn according to law, deposes and says that he is the editor, owner and publisher of THE ATHLETIC JOURNAL and that the following is, to the best of his knowledge and belief, a true statement of the ownership, management (and if a daily paper, the circulation), etc., of the aforesaid publication for the date shown in the above caption, required by the Act of August 24, 1912, embodied in section 411, Postal Laws and Regulations, printed on the reverse of this form, to wit:

1. That the names and addresses of the publisher, editor, managing editor, and business managers are:

Publisher, JOHN L. GRIFFITH, 6858 Glenwood Ave.

Editor, JOHN L. GRIFFITH, 6858 Glenwood Ave.

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5. That the average number of copies of each issue of this publication sold or distributed through the mails or otherwise, to paid subscribers during the six months preceding the date shown above is: (This information is required from daily publications only.)

JOHN L. GRIFFITH.

Sworn to and subscribed before me this 7th day of October, 1931.

(SEAL)

M. C. BRADLEY.  
(My commission expires Feb. 9, 1935.)

erly to present the material." Simplicity in coaching methods and in the instructional phraseology is also of importance.

Emphasis should be placed upon important coaching details. The need for the successful execution of fundamental movements is imperative. Each perfected fundamental should be combined as soon as possible with other fundamentals and rehearsed as an integrated unit-part of the game as a whole. It will also prove helpful if a demonstration can accompany the verbal instruction.

In the instruction of any mechanical fundamental, however, it must be constantly kept in mind that a mere repetition in executing the correct movements to bring about some particular skill is in itself insufficient. The action must be motivated by a proper mental attitude which makes possible the development of a feeling of satisfaction on the part of the player when the skill is well executed. Chalk talks, teaching skills on the field where they are likely to be used, teaching rules on the field as incidents occur as well as in the lecture room, citing examples from previous games and outlining formations on the ground comprise but a few of the devices employed by the resourceful coach.

Throughout the entire learning process it is obvious that vital concern must be manifested also in problems similar to the following: the rate of learning, individual differences, distinction between physiological, practical and psychological limits, learning the whole instead of in part, re-learning and over-training and the transfer of training." Also in his relationships with the young men under his tutelage, the coach must seek to develop a spirit of mental and physical aggressiveness toward the playing of the game of football." The coach should, moreover, present his material in an enthusiastic, encouraging, buoyant and painstaking manner.

#### Further Problems

With the giving of the previously mentioned definite instructions to the dropkicker, the coach is inclined to feel that he has followed an example of precise, thorough coaching method and that the future development of this player in the art of dropkicking depends entirely upon the player's willingness to practice faithfully the instructions he has just been given.

<sup>23</sup>Nutt, Hubert Wilbur. *Principles of Teaching High School Pupils*. New York: The Century Company, 1924. Pp. 231-293.

<sup>24</sup>Parker, Samuel Chester. *Methods of Training in High Schools*. Boston: Ginn & Company, 1915. Pp. 386-61.

<sup>25</sup>Griffith, Coleman R. *Psychology and Athletics*. New York: Scribner's Sons, 1928. Pp. 70-109.

## Interesting News for Athletic Directors, Coaches, Trainers and Athletes



HARRY A. STUHLDTREHER

The anxiously awaited biography of KNUTE ROCKNE by Harry A. Stuhldreher, All-American quarterback, one of the famous "Four Horsemen," and present Head Coach at Villanova College, has just been published in Philadelphia by Macrae-Smith Company. In it, to quote the Los Angeles Examiner:

"Stuhldreher tears aside the veil of mystery and shows you that hard work, strict attention to detail and a masterly brain brought about Notre Dame's supremacy. Coaches and players would do well to read this work, because it contains many a corking tip to both."

The Boston Globe adds:

"Of all the books on Rockne this one will appeal most to the football man. Stuhldreher knew Rockne and he knew football."

HERE is the inside story of the greatest mind American football has ever known, told by the one man

best qualified to tell it. As publishers we might easily sound too enthusiastic in praise of this book—but we think you will agree with us when we say that it will prove of inestimable value and interest to all of those in any way associated with the greatest of American sports.



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—Parke H. Davis

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Haphazard supervision of the drop-kicker as he rehearses his specialized act by the coach who shouts a few words of commendation or criticism usually completes the training process of this kicker.

Important considerations such as the type, duration and frequency of practice periods are usually left to the player, or directed in a hit-or-miss manner by the coach. The frame of mind, the mental stance, the habitual mood, the perceptual skills and other psychological aspects of his training are often neglected. Let us but briefly mention two important aspects to illustrate to what extent his training is affected by things beyond the realm of mechanistic action.

In most instances the dropkicker first evaluates his efficiency by the number of goals he is successful in making, and, secondly, in terms of the distance from the goal at which they are attempted. He communes to himself in this way: "I made four straight from the fifteen-yard line; now I'll try a few from the twenty; then the thirty-yard line." It is very natural, then, that, in his precaution to insure a successful try for goal, an excessive consumption of time in getting his kick away will result. If he practices by himself without hurrying his kick away to prevent a defensive lineman from blocking his effort, his pace habit or the timing phase of this skill will be developed with an utter disregard of game conditions.<sup>10</sup>

It is also apparent that, in meeting this self-imposed method of testing his ability, the dropkicker will naturally attempt his try for goal from a point directly in front of the goal, instead of from either side. He will also select the driest, most nearly level spot from which to kick. Instead of kicking against the wind, he will assume a position most favorable for the attempted kick.

These ideal conditions seldom occur in a game, and the kicker must not only get his kick away quickly, but the choice of his position is to a large extent beyond his control. Furthermore, the mental stress of the game imposes another difficult obstacle.

It is evident from the foregoing that mechanical skills must be taught thoroughly, and that the player must integrate his practice of the game skills with that called for under game conditions. But all this in itself is inadequate unless the coach concerns himself with the psychological aspects of this type of instruction as well.

<sup>10</sup>Griffith, Coleman R. *Psychology and Athletics*. New York: Charles Scribner's Sons, 1928. Pp. 79-105.

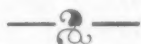
## Delayed Offense in High Schools

(Continued from page 34)

vancing the ball and passes in to No. 1, breaking fast across the court. No. 1 passes to No. 4 who in turn passes to No. 3 breaking in for the basket after feinting and reversing on his guard.

In Diagram 3, the three men are in the backcourt with two out on the sides near the center of the floor. No. 4 is holding the ball and does not pass until the opponent's defense forces down on every offensive man. The ball is then passed to No. 1 breaking in. Numbers 3 and 5 then, by individual cleverness, break by their guards and are generally free. The pass may go from No. 1 to No. 4 if No. 4 is able to get loose. In this diagram, either No. 3, 4, or 5 may handle the ball until the defense comes out and matches, man for man, speed and cleverness.

In Diagram No. 4, the play is practically the same as that in Diagram 3, only a block is executed in the backcourt, freeing the man who has handled and passed the ball. Any one of the three men in the backcourt may block to free his team mate. The clever ball handler should be placed under the basket.



## Helps and Hints by High School Coaches

(Continued from page 13)

### Basketball Practice Formations

By J. ARTHUR ADAMS

EVERY high school basketball coach who devotes as much time as he should to the teaching of fundamentals has been confronted with the problem of holding the interest of his boys after their early season enthusiasm had worn off. The fact that learning is largely dependent upon interest makes the problem one of real importance.

Most coaches use certain formations for teaching certain skills; to keep the work from becoming monotonous, old formations are changed from time to time, or new ones substituted. The following ones may be different to some coaches and are passed on for what they are worth.

To develop skill in passing and catching the ball, split-vision and



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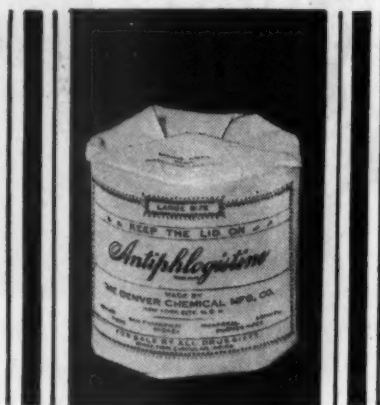
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alertness, divide the squad into groups of not more than ten each. Arrange each group of players, at intervals of three or four feet, in a circle. Have them pass the ball approximately across the circle, the passer looking at one player and passing to another. Players with a tendency to fumble are penalized in various ways.

To develop skill in picking up and guarding one's opponent as he goes down the floor and to teach a player instant realization of the fact that he is on the defense, or offense, bunch the players of two teams at one end of the floor and have them pass the ball about indiscriminately. At a given signal the player receiving the pass and his team mates break for the other end of the floor and try to score. In case the defensive team secures the ball, a counter-offensive is begun immediately. In case of a held ball or foul, play is begun again by passing, at either end of floor.

### *The Mind in Basketball*

By HOWARD H. BOLLERMAN  
BOUND BROOK, N. J., HIGH SCHOOL

**B**ASKETBALL is already established in the United States as one of our most interesting and popular games, and there are millions of men and boys throughout the country playing it every year.

We see all kinds of games, some that are individual, some where there is splendid teamwork, some that are slow, others that are fast. We may ask ourselves why they are all different. The answer is that each individual playing basketball or any other game will never play the same way as another. The same may be said of teams.

After watching all these various types of games, what do you believe to be the most important requisite of a basketball player? Personally, I believe that the ability to think while actually playing the game is the first requisite that the man or boy should have. How many so-called stars, after playing brilliantly in high or prep school, never even make the varsity squad when they reach college? Why is this, you may ask. The answer may be that the player was too small, or was not fast enough, or that his body didn't co-ordinate, or the coach didn't like him, or that he was more interested in the crowd than in the game. But when we cook all of these answers together in a pot, the resulting mixture will be thinking ability, or lack of it.

How are we going to make our high and prep school boys think? Probably you will ask what they should think about. There are many things,

some of which are pivots, blocks, taps, guarding, shots, follow-ups, feints, dribbles, fakes, balance, breaks and hesitation. Constant practice and the players being constantly reminded of these arts both in preliminary drills and in games will keep the minds of the boys active at all times. Too much stress cannot be laid upon this most important job of the coach. Scrimmages should be stopped if boys have made mistakes and the coach should correct them at that time.

I tolerate no fooling or fun-making when my boys are on the floor. My practice sessions are of short length but quite serious from start to finish. Every boy must be interested and have his mind on the game or else take a shower. We're out to win not only all of our games but our practices as well.

If all coaches and players would be reminded of these things more often, I'm sure that basketball would be a game of co-operation and co-ordination between the body and the mind.

## Breaking Through the Five-Man Defense

By JOSEPH G. NEVINS  
ROGERS HIGH SCHOOL, NEWPORT, R. I.

AS a helpful hint to high school coaches, I am pleased to offer as my bit a suggestion for breaking through the old five-man defense. Due to the many changes in present day basketball, the man-to-man defense is now nationally used. To upset the fast stepping winner, some small team playing on its own small home court catches the touted visitor asleep with a stubborn set five-man defense.

To offset this, all coaches should devote practice sessions to the simple method of placing the dead-eye long shot outside with orders to let them go whenever the opportunity offers. All four other players should drive in for rebounds.

As the defense comes out to cover the long shooter, the inside offensive players should break for the open places until confusion upsets the set man. Inside men must drive hard and when they recover a rebound, if guarded, send the ball back out to their set long shot man, who takes another shot.

## Knowing the Rules

By RAYMOND A. LUMLEY  
NEW MILFORD, CONN., HIGH SCHOOL

THE fundamentals of basketball, such as pivoting, passing, shooting and dribbling, are necessary to be learned and learned well by a good

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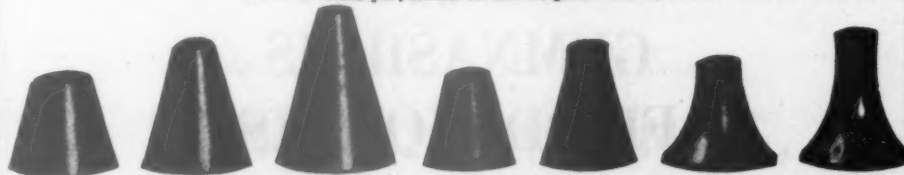
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basketball player. It is also essential that the player be able to know, recognize and combat the various forms of offense and defense that are used by the teams that he will play. There is still one other fundamental that he should know, but more often does not know because of lack of training, and that is a knowledge of the rules and their interpretation. This was brought very forcibly to my attention three years ago by one of my own players.

We were playing an overtime period in an important game when the referee called a double foul. One of our players, feeling tired, sat down against the end of the hall, which was off the playing court. The umpire, noticing this, called a technical foul on this player. Both teams lost their points while shooting the double fouls, but the opposing team secured the point on the technical foul and won the game on this point. In almost every game I have seen rules broken and fouls called because of lack of knowledge of the rules.

Since that time our teams have devoted fifteen minutes each day to the rules and their interpretation at the beginning of every season until they are mastered. This tends to give the boys confidence, stops crabbing on the playing floor and increases their sportsmanship to players and officials.

To test their understanding of these rules, it is possible to have the boys referee a quarter of some practice game. Later, in conference, it is well to comment on the boys' work. This adds to their responsibilities and makes them take more interest in the game.

### *For Team Work*

By WILLARD SMITH  
EAST SYRACUSE, N. Y., HIGH SCHOOL

IN order to put into practice the fundamental work given previously, I use this drill which essentially develops teamwork, short pass, underhand pass, one hand pass, push pass, side pass, pivoting and the use of the bounce pass, as well as quick thinking.

Divide the squad up into groups of five, allowing about forty square feet of floor space for each group. Give one member of each squad a ball, which must be passed in rotation from one player to another till it gets back to the first boy. Then the process starts all over. Let each squad work like this for fifteen minutes and then put one group against another, pairing up players of like ability of the two groups against each other. Toss a ball to a member of either group and see how long that group can keep

the ball away from the other group but still keep passing the ball in rotation as at first. Here is a chance to put into practice all the fundamental floor work, which includes footwork, passing, pivoting, etc., that is necessary for real teamwork.

I also believe in having my boys play volley ball. I think this helps the boys to jump and leave the floor; so that in the end it develops spring in the boys to get the ball off the backboards.

Have two circles facing in different directions and about ten feet apart and have the boys walk first and then pass, using the underhand snap from one player on the outside to one on the inside, and reverse. Then have them trot through this, and it helps to get the players to handle the ball.

## Current Tendencies in Athletics

By Louis Kulcinski

State Supervisor of Physical Education, Illinois

**T**HE modern program of physical and health education has two chief functions to fulfill: the development of a normal and wholesome growth and the promotion of activities which may be used in later life.

A recent study reveals the following conclusions in current tendencies in athletics.

1. Modern education is best expressed in terms of life and living. The biological unity of the being is recognized as never before, and the school is attempting to train, mentally, physically, socially and morally.

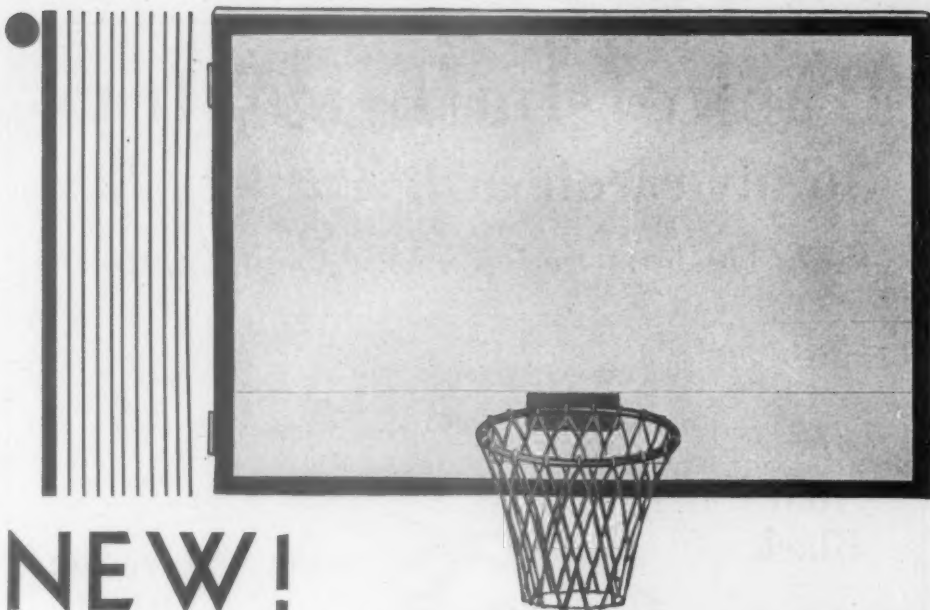
2. The recognition of the value of physical activity is more general than ever before. Physical education is being required in most states by law.

3. Athletics is coming to be recognized as a part of the physical education program, with real educational values.

4. As a part of the physical education program, the athletic activities are being placed under the regular administrative officers of the school, and they are being held responsible for them.

5. School administrators, state athletic associations, accrediting agencies, colleges and universities are all uniting to make athletics open to all for enjoyment and development, physically, mentally, socially and morally.

6. Emphasis is being placed on a broad program of varied activities for all pupils in clean wholesome play, freed from exploitation and its kindred evils.



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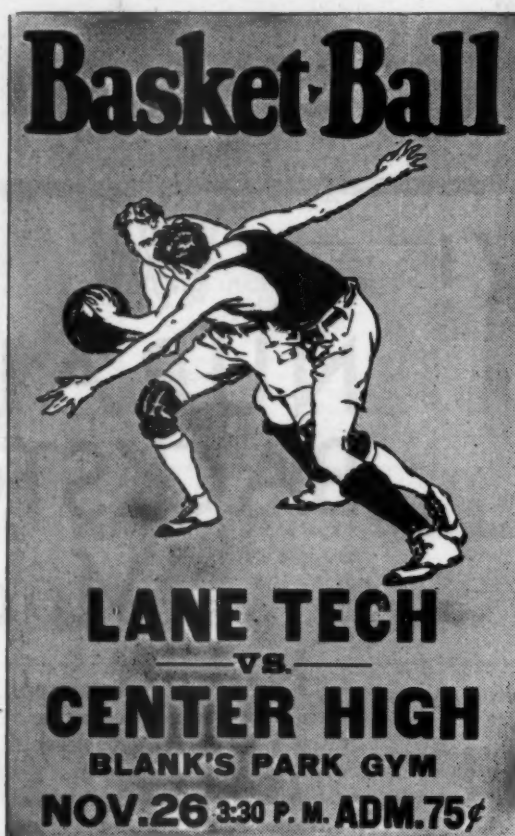
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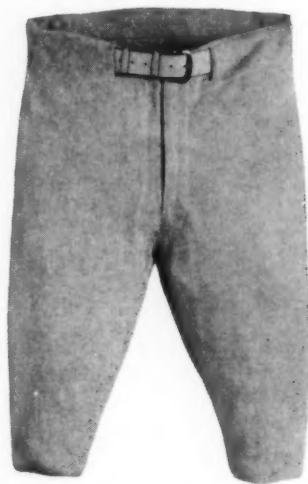
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